



SCHOOL DISTRICT #27  
(CARIBOO-CHILCOTIN)

ANNUAL REPORT 2012-2013

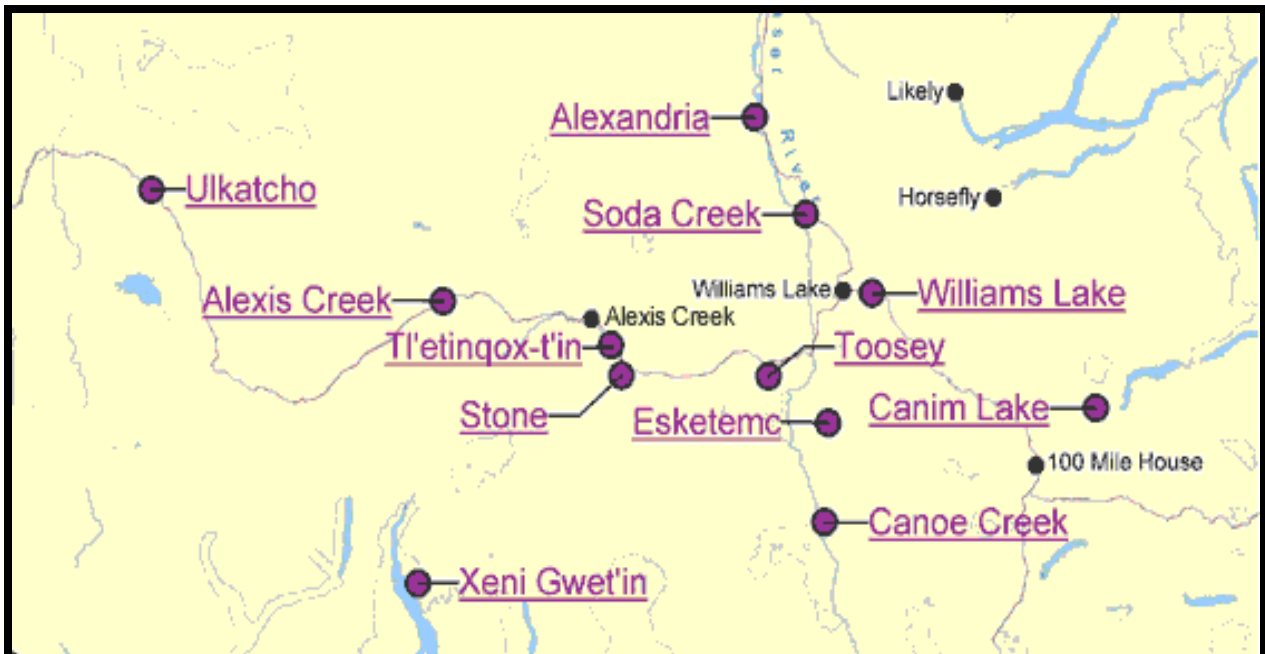
## Introduction to First Nations Education

School District# 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) provide First Nations enhancement services to 1338 First Nations students in 2013/2014 and we continue to have about 30% First Nations students and of this 33% live on reserve. School District No. 27 implemented its first enhancement agreement in September 2006. Currently School District No.27 is in the development of the second enhancement agreement. Even though the second agreement is in its planning stages the district is committed to implementing the existing agreement until a second agreement is signed.

### 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 are programs and services that the First Nations department provide 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 # 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.**

- Continue with First Nations role model contest
  - Provide specific annual event schedule for role models to attend
- Promote programs and activities which enhance First Nations self worth and acknowledgement
  - Professional development for First Nations Classroom Support Workers, First Nations Youth Liason Workers and Male First Nations Classroom Support Workers
- Development of Language Kits for (Carrier/Ulkatchot'en, Chilcotin/Tsilhgot'in, and Shuswap/Secwepemc)
- Professional development for pilot project Residential Schools and Reconciliation
- Improve communication between School District #27 schools parents and First Nations communities
  - Community meetings with First Nations communities on-reserve
- Promote school participation in Orange shirt day, Every child matters
- Encourage more First Nations guest speakers in the schools
- Promote First Nations cultural activities in the schools
- First Nations Poetry contest

### **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?
- 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:

- Five year student completion rate 44% of First Nations students graduate up from 43% last year of these 54% are female 36% are male
- All students. At school, are you being taught about Aboriginal people of Canada? All of the time or many times.
  - Grade 3 /4, 57% grade 7, 29% grade 10, 44% and grade 12, 33% all grades showed an increase from last year except the grade 3 /4 showed a decrease of 4%
- First Nations students. Do you like school? All of the time or many times
  - Grade 3 / 4, 61% grade 7, 48% grade 10, 49% grade 12, 41% All grades showed an increase from last year except the grade 12s which was down by 2%
- Grade K-7 averages about 8% absenteeism for this year while there has been an improvement at the secondary level 8-12 averages went from an 19% last year to a an average of 10% this year.
- Enhancement Agreement Community Meetings 8 of the 12 bands have had on-reserve community meetings with School District #27 (New Data)
  - 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)

- Over 700 Positive Letters of support were sent out from First Nations Education Department
- 314 poems were entered in the First Nations poetry contest

## **Goal 2:**

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

- Supporting appropriate course selection
- Increasing the number of First Nations students who will serve as First Nations role models
  - Encourage role model students to apply through the promotion by principals, teachers , and First Nations staff
- Increasing First Nations curriculum content in all school subject areas
  - Provide professional development oppertunities related to intergration of First Nations content into all curriculum areas
  - Implement working groups focused on First Nations language and curriculum development
- Ensuring First Nations students receive culturally appropriate support
- Increasing the number of First Nations students participating in trades and training programs

## **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

### **Results:**

- Grade 4's, Reading comprehension 63% meeting or exceeding Grade 7's 53%
- Grade 4's Writing 47% meeting or exceeding Grade 7's 57%
- Grade 4's Numeracy 58% meeting or exceeding Grade 7's 51%
- English 10 C- or better 85% while a C+ or better is at 42%
- Foundations & Pre –Calculus Math 10 C- or better 88% while 48% receive a C+ or better
- Apprenticeship & workplace Math 92% receive a C- or better while 52% received a C+ or better
- English 12, 97% received a C- or better while 70% received a C+ or better
- 5 year Graduation rate 44% up 1% from last year which 54% are female and 36% are male
- 6 year graduation rate 51%
- 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, 57% and grade 12, 47% both grades showed an increase 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, 64% up 6% from last year. Grade 12, 50% down 6% from last year.
- Number students participating in role model contest was 9, 7girls 2 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
- 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
  - 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 enhancement agreement 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 School District #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 teacher collaboration
- Number of FNEC funded Cultural activities

**Results:**

- Satisfaction survey results for the question Do you feel safe at school? The results were in all grade levels show an increase at feeling safe at school from last year
- 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 57% in grade 3 / 4 to 33% in grade 12
- We have had nine community meetings to review the Enhancement Agreement.
- First Nations Education Department wrote over 700 positive student letters to First Nations students.
- First Nations Education department funded 15 cultural activities this year down from 25 last year.
- Three language kits were created and translated into all three languages Carrier/Ulkatchot'en, Chilcotin/Tsilhqot'in, and Shuswap/Secwepemc



- Pilot project on Residential Schools and Reconciliation Pro-d the April Pro-d had 27 people attend and the May Pro-d had 39 people attend.

#### 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.

**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. Development of Enhancement Agreement, goals, strategies and structures
- ii. Develop a culturally appropriate student survey and implementation
- iii. Develop a culturally appropriate parent survey and implementation
- iv. Work with the District to develop consistency in course selection procedures
- v. Work with the District to develop consistency and parent/guardian involvement in course change procedures
- vi. Provide opportunities for parents to learn about course selection procedures as well as possible course offerings.

- vii. Provide professional development opportunities related to integration of First Nation content into all curriculum areas
- viii. Work with First Nations Education Department staff, principals and schools to increase skills, knowledge and proficiency of First Nations Department staff in their roles related to student success.
- ix. Explore possibilities to increase the number of First Nations ancestry students entering trades training and apprenticeship programs
- x. Review data and plan strategies to improve transitions and graduation rates

**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.

- i. First Nations language teachers and support workers encourage fluent language speaking students to consider teaching careers
- ii. Ensure that language programs are engaging for students
- iii. Hire a Language Curriculum developer for the benefit of all First Nations language teachers
- iv. Development of unit and lesson plans for all language programs
- v. Develop supporting resource kits for each of the developed units
- vi. Implement Language review recommendations (Robert Matthews)
- vii. Consult with First Nations Language Societies regarding culturally appropriate curriculum and resources.
- viii. Local First Nations history implemented in school courses