

School District #78 (Fraser-Cascade)

Education Enhancement Agreement

Year End Report

2008/2009



November, 2009

Introduction.....	2
Goal 1	3
Objective 1.1 Accomplishments – 2006/2007	3
Objective 1.1 Accomplishments – 2007/2008	3
Objective 1.1 Accomplishments – 2008/2009	4
Objective 1.2 Accomplishments – 2006/2007	5
Objective 1.2 Accomplishments – 2007/2008	6
Objective 1.2 Accomplishments – 2008/2009	6
Objective 1.3 Accomplishments – 2006/2007	7
Objective 1.3 Accomplishments – 2007/2008	7
Objective 1.3 Accomplishments – 2008/2009	7
Goal 2	10
Objective 2.1 Accomplishments – 2006/2007	10
Objective 2.1 Accomplishments – 2007/2008	11
Objective 2.1 Accomplishments – 2008/2009	11
Objective 2.2 Accomplishments – 2006/2007	11
Objective 2.2 Accomplishments – 2007/2008	12
Objective 2.2 Accomplishments – 2008/2009	12
Year Four Goals	12
Appendix A – Performance Indicators.....	13

INTRODUCTION

The Fraser-Cascade School District #78 Aboriginal Education Council members guide and approve the development and implementation of the Aboriginal Education Enhancement Agreement which is a statement of intent that helps define the relationships between the School Board and our local First Nation communities (Boston Bar First Nation, Boothroyd Band, Chawathil First Nation, Chehalis Band, Cheam Band, Peters Band, Seabird Island Band, Spuzzum First Nation, Scowlitz First Nation, Shxw’owhamel First Nation, Skawahlook First Nation, Union Bar Band and Yale First Nation) as well as our off-reserve and Metis population.

This Annual Report contains results gathered up to 2008/2009. The purpose of this Agreement is to enhance the education of the First Nation/Aboriginal learners and to ensure the collection of data that measures student achievement in the selected performance areas. Basically, this Agreement identifies the need to continuously improve performance for all First Nation/Aboriginal students to meet locally established targets in all areas of learning. The performance areas selected for enhancement are those where there is assurance that the data can be effectively used to plan and implement strategies that are supported through the District and School Growth Plans.

Goals and Objectives	Year Implemented	Details
<u>GOAL 1</u>		
To improve our students' sense of belonging by improving the cultural environment for First Nation/Aboriginal and Non-Aboriginal students.		
<p><u>Objective 1.1</u></p> <p><i>To improve First Nation/Aboriginal and Non-Aboriginal student knowledge base regarding local First Nation/Aboriginal culture, history, language, governance, and politics.</i></p>	2006/2007	<ul style="list-style-type: none"> • Our District and Aboriginal Education Council (AEC) entered into a partnership with the University College of the Fraser Valley (UCFV) to produce 36 units of locally relevant curriculum that supports many of the Resource People we frequently see in our schools and classrooms. This project will be a key resource in bringing quality curriculum to each and every one of our classrooms. • A Board Authority Authorized (BAA) course, Our Life Cycle, was developed and approved for inclusion in our high schools. This course, designed to immerse students in local knowledge, history and culture throughout the year, formalizes course offerings and gives students a chance to add credits by studying local and relevant topics. • Silver Creek Elementary (SCE) hosted a First Nations Awareness Day that gave all students a chance to attend three of seven workshops that included the Nlaka'pamux Language, Storytelling, Sto:lo Foods and Herbs, Slahal, Bannock Making, Big Drum and Canoes. In addition, instead of the usual type of First Nations Awareness Day, the FNSWs and Aboriginal students at Agassiz Elementary Secondary (AESS) put on a First Salmon Ceremony for all staff and students. • During the year, Native Ed and the AEC funded sixty-nine presentations for students and staff and 18 field trips. • <i>I Am Sto:lo</i> by Keith Thor Carlson was integrated into a grade 4 Social Studies class. Students participated in making the different types of Sto:lo shelters which were displayed in the library.
	2007/2008	<ul style="list-style-type: none"> • Our District hired a District Vice-Principal for Aboriginal Programs. Mark Point is a much-respected Elder and Chief from the Skowkale Indian Band who created and taught the Our Life Cycle BAA course along with BC First Nations 12 courses at HSS and AESS. Part of his time was also set aside to counsel at-risk Aboriginal students and supervising a Directed Studies block. He also facilitated a workshop on Building Communities of Belonging at the District Pro-D in January. • Our District piloted the First Nations English 12 course and planned an expanded implementation of this course for the 2008/2009 school year. • The Kent Elementary (KES) First Nations Enhancement Group compiled a book called 'We Are Sto:lo: Our Stories', a project that was encouraged by the Elders. It contains Creation Stories, Transformation stories, stories on Super Natural

		<p>Beings and some modern news. The goals of this project were to learn Sto:lo stories, to share these stories with other students and to increase the students' reading and writing skills. This book will become part of the curriculum at that school and will also be available in the Native Ed Resource Library for staff in other schools to borrow.</p> <ul style="list-style-type: none"> • The Haida Creation Story was integrated into Chapter 2 of Connections Canada, Canada's Founding People. Students talked about the sculpture of Raven and the First Man and learned the definitions of terms about First Nations people including the Inuit and Métis. • The novel <i>Ghost Canoe</i> was incorporated into classes at many schools. Curriculum was built around the novel and students were very interested in understanding the roles of First Nations People and their connections to the land. • <i>Touching Spirit Bear</i> was used in a Language Arts class. Students learned about the role of a House Post and the family history that it carries. They also learned about Totem Poles. • Other resources integrated into classrooms this year were: <i>A Salmon for Simon</i>, <i>Inuit and Northern First Nations</i>, the <i>Raven Tales</i> Video Series, <i>The Elders Are Watching</i> and <i>My Name is Sepeetza</i>. • During the year Native Ed and the AEC funded 97 presentations in the schools throughout the year and 38 field trips.
	2008/2009	<ul style="list-style-type: none"> • This year saw the start of a student exchange program between one of our secondary schools and a local First Nation Community School. Students were bussed between schools. It is hoped that funding can be found so this program can continue into the future. • In a grade 12 Communications class, the students studied First Nation myths and legends and the teacher taught students how Aboriginal stories and legends have been passed down orally. Emphasis was put on how important these stories and legends were before any written records were kept. • During the year Native Ed and the AEC funded 102 presentations at our schools and 39 field trips. • In order to continue with the Language Program started in the Full Day Kindergarten class, Fraser-Cascade hired two Language Instructors – a .1 FTE position at Boston Bar Elementary Secondary (BBESS) to teach the Nlaka'pamux language and a .2 FTE position at Coquihalla Elementary and Silver Creek Elementary schools to teach Halq'emeylem to the kindergarten and grade 1 students. It is hoped that these positions will grow in the future, one grade per year, so that the language instruction can follow the students right through to secondary school. • Another highlight of the year was the <i>Roots of Empathy</i> program at Coq. A First Nations parent brought her baby into the First Nations Kindergarten program once

		<p>a month and discuss his progress so the children could relate to milestones in their own lives, hopefully becoming more understanding and socially responsible in the process. This year the Assembly of First Nations passed a resolution to support and endorse <i>Roots of Empathy</i> and <i>Seeds of Empathy</i> (ROE's younger sibling), calling both programs "compatible with traditional First Nations teachings and world views" because they foster empathy as well as social and emotional competence. According to the <i>Roots of Empathy's</i> website a main focus is to dialogue with Aboriginal people to support healing and ways to move forward. As history books are rewritten, children will become more aware of injustices and generational impacts of residential schools. <i>Roots of Empathy</i> hopes to challenge all children to develop empathy to ensure that no group is ever treated as Canada's Aboriginal children were treated.</p> <ul style="list-style-type: none"> • The AEC ordered a subscription and a full set of back issues of <i>Cultural Survival</i> magazine for each school in our District to be added to the First Nations section of the school libraries.
<p><u>Objective 1.2</u> <i>To improve First Nation/Aboriginal and Non-Aboriginal students' attitudes and practices of acceptance within multicultural teaching and learning environments.</i></p>	<p>2006/2007</p>	<ul style="list-style-type: none"> • A Wellness Fair at Hope Secondary (HSS) incorporated bannock making, singing, dancing and drumming and drum making. • AESS partnered with Chehalis Community School in a student exchange program that gave students the opportunity to experience the difference between the Band school and public school and take part in more cultural activities. • KES held a Naming Ceremony for their new First Nations portable. To celebrate the opening they erected a Housepost and had a replica canoe carved for the building. • Grad ceremonies at AESS included a traditional Sto:lo Welcome, Prayer and Honour Song. All graduates received a traditional blanket for graduating that were handed out at the Commencement Ceremony. • While students were reading the novel <i>Ghost Canoe</i> at KES, a Resource Person brought in her Slahal bones and taught the class how to play Slahal. They all used craft-sticks to design their own Slahal set. This novel has been integrated into the curriculum in a number of our schools. • KES had a Housepost Raising Ceremony on National Aboriginal Day. They also incorporated a Naming Ceremony for the new First Nations portable and had a local carver make a large model of a traditional canoe that will be displayed in the First Nations room. • Dr. Martin Brokenleg was Keynote Speaker for the District Pro-D Activity, speaking about the Circle of Courage for Schools, Families and Communities as well as facilitating a workshop on Culture in the Classroom. Rick Campbell from Boothroyd Indian Band and the Nlaka'pamux Tribal Council facilitated a First Nation Art Session to instill community wellness and relationship building.

		<ul style="list-style-type: none"> Professional Development offered to District staff at the Native Ed Pro-D Activity in February included: The Importance of Emotional Transformational Holistic Education: The Development of Affective Competency in the Classroom by Dr. Lee Brown; Métis Nation by the Director of Education for Métis Nation BC (MNBC); Teachings About the Drum: “The Heartbeat of the People” by Chief Betty Henry and Gilbert Joe from the Kwaw-kwaw-Apilt Nation; Words, What Are They Good For? by Janet Marie Rogers, a Mohawk writer; Salish Weaving by Frieda George from Squiala First Nation; Contemporary Applications to Sto:lo Cultural Arts and Crafts by Kwelaxtelot Evelyn Peters from Seabird Island; and the Yellow Cedar Aboriginal Alternate Learning Program by Liz Jimmie, Manager of the centre. The full-day First Nations Kindergarten Teacher and First Nations Support Worker at Coq took Halq’emeylem Levels 1 and 2 at UFV in order to be able to teach the language in the classroom.
	2007/2008	<ul style="list-style-type: none"> Two (Parents As Literacy Supporters) PALS sessions were held in the Kindergarten class at KES with 100% participation by parents and students. A section on Aboriginal government was incorporated into grade 5 Social Studies. The AEC purchased over 700 books on First Nations subjects that were distributed between our schools to start First Nation sections in all school libraries. These books covered a multitude of subjects and were age-appropriate for the schools to which they were given. A scope and sequence of resources and programs available to classroom teachers was created and made available to schools in September 2007. This resource identifies ways in which classroom teachers can use First Nation/Aboriginal resources to address the Prescribed Learning Outcomes (PLOs) in their grade.
	2008/2009	<ul style="list-style-type: none"> First Nation storytelling was integrated into a grade 6 Language Arts class. The class was very respectful of the First Nations story and all were able to relate to it in one way or another. It raised a 15-20 minute discussion in class. The FNSW at one of our schools added Pow-Wow CDs and DVDs into school resources to show what Pow-Wows are, the dancing categories, and what type of songs local First Nation people dance to. Resource materials about social organization, natural resources, history and lifestyle, subsistence, shelter and transportation of First Nation peoples were brought into a grade 9 Social Studies class. First Nation groups studied were Inuit, Iroquois, People of the Plains, People of the Plateaus and the Northwest Coast. The FNSWs in one school gave presentations to students on the uses of Cedar and fishing, incorporating a DVD of the FNSW Cedar Harvesting trip last year and a DVD of a local family fishing camp that included traditional fishing sites, wind drying preparation, the dry shack, canning techniques, etc. The full-day First Nation Kindergarten teacher and FNSW at Coq used <i>Sto:lo</i>

		<p><i>Kindergarten; Sto:lo Sitel Curriculum and First Nations Full Day Kindergarten</i> to create a Halq'emeylem booklet to assist teachers with testing student progress for learning Halq'emeylem.</p> <ul style="list-style-type: none"> • <i>No Time to Say Goodbye</i> was incorporated into a grade 5 classroom. The teacher read aloud to her students the stories and experiences from individuals who attended residential schools and the FNSW spoke about personal experiences and the rippling effects from generation to generation. • A House Post was carved and erected at CEB this year. The carver started the House Post outside in the school grounds and students watched the progress. When the House Post started taking shape it was moved inside the school and the students, with the help of the carver, were encouraged to help with the carving and sanding. FNSWs from other schools in the area took their students to see the progress as it was being carved and also to the House Post Raising Ceremony. <i>Sharing Cultural Pride</i>, a DVD about the House Post Raising Ceremony at AESS a few years ago, was shown to students. • The FNSW at one school had her students create a West Coast Wall Hanging that they gave back to the school as a gift to hang in the main office. Two former students did a special presentation to the school during a monthly assembly. • Gerry Oleman, Victim Services Coordinator of the Provincial Residential School Project based out of North Vancouver, did a workshop at the second Collaborative Meeting on residential schools. He presented a brief history of residential schools in Canada and showed participants the impacts of this system on individual families and communities. The intent of this session was to bring understanding to the participants in order to be more effective in dealing with the children and grandchildren of the survivors of the residential school experience. After the workshop, Mr. Oleman allowed all participants to respond indicating the impact of residential schools in their own experiences. This workshop impacted participants so greatly that many of our schools asked Native Ed to arrange for him to go to the schools to speak with students and staff. • School District 78 increased the FTE of the Halq'emeylem Language Instructor to .7 in order to continue teaching the language in Kindergarten and grade 1 and to resource, develop curriculum for, and teach the grade 5 Halq'emeylem IRP that was approved by the Ministry. The also continued to fund the .1 FTE Nlaka'pamux Language Instructor for Kindergarten to grade 3 at BBESS.
<p><u>Objective 1.3</u> <i>To enhance First Nation/Aboriginal students' sense of self-worth.</i></p>	<p>2006/2007</p>	<ul style="list-style-type: none"> • BBESS students helped with the construction of a traditional First Nation village in the Boston Bar area. Once finished this will be a destination for field trips in our District. They also incorporated a Friday School program to give extra assistance to their Aboriginal students. • Local First Nation stories and legends were incorporated into classes in some schools to raise student awareness of their cultural background and provide a sense

		<p>of pride and self-worth.</p> <ul style="list-style-type: none"> • One grade 1 class had a salmon presentation prior to visiting Weaver Creek. This year a DVD that was taken at the Pettis Fish Camp was utilized. The children had a chance to see the different areas of the river that family fishes in and also had a chance to see what happens when families get sent out late in the year and the bees and flies get at the fish. • A Drumming and Dancing Group started at C. E. Barry Intermediate and practiced during lunch. Students and teachers were so enthusiastic the FNSW and students from two of our alternate programs were invited to join the group and they all performed at two of our Year End Honouring Ceremonies. • Our First Nation Kindergarten program at Coquihalla Elementary School (Coq) was very well received. Most of this year's students met or exceeded expectations and attendance was up by 10%. Six of the children were reading before they left Kindergarten and one of those was reading chapter books. Grade 1 teachers have reported that these children adjusted well to grade 1, didn't complain of the long day as other children did, were stronger in their letters and sounds and were more interested in books and learning to read. As well, most children knew more than 100 Halq'emeylem words by June and some knew more than 200. • A beautiful art piece entitles Swimming Wolf created by local artist Carl Stromquist was hung in the First Nations Kindergarten. This was funded by Envision Financial Services that also gave the children alphabet charts, backpacks and memo boards as part of their partnership with our District. The partnership supported three programs: the full-day First Nations Kindergarten, PALS (Parents as Literacy Supporters) and the Story Time in the Park program that runs once each week during the summer. Many of our Aboriginal students and their families take part in this program. • First Nation Studies 12 students at HSS were taught how to make a button blanket. Each student made one square then they hand-stitched the squares together to create a beautiful blanket. Once finished the students walked to the District Education Office and presented it to the Superintendent to adorn a wall in the meeting room of the new Student Services building. The class was very proud of this project.
	2007/2008	<ul style="list-style-type: none"> • The First Nations Support Teacher and First Nations Support Workers at KES started a First Nations Enhancement Group. The students did a variety of arts and crafts around the Sto:lo calendar year. Resource people were also invited to group sessions. • One grade 5 class did a class on Family Trees and students had to find information on Chehalis and Seabird Island Bands, e.g. major industries, role models, population, etc. • FNSWs went into a grade 3 class and had an afternoon of sharing stories about Mt.

		<p>Cheam and the Mountain Goat People of Cheam. They also showed the children how fish was cut for smoking and wind drying and children got to sample wind dried and canned salmon.</p> <ul style="list-style-type: none"> • The teacher in one grade 3 class had her students write their own stories and legends. • Some of our Support Workers attended the Honor Your Health Challenge Conference in October to become coordinators and each of them used their new skills by developing programs for their schools to promote healthy lifestyles. The FNSWs at KES started up a Song and Dance Group. Dance practice was once a week and on other days the students worked on creating their outfits (regalia) – Paddle Dresses and Paddle Shirts. They also made Hand Paddles for the girls and processed the inner bark of the Cedar Tree. At the end of the Challenge, the FNSWs hosted a celebration at the school. Elders from the local communities were invited to oversee that everything was done in the right way. A traditional lunch of Native herbal tea, barbecued salmon, wild berries, salads and bannock was served and entertainment included a dance performer, a Native American flute player and a Drum Group from Lillooet. People from the local communities and other schools in the district were invited. The Song and Dance Group also worked hard to create giveaway items for the celebration and helped to set up and take down the gym. This Group has affected the school and students in a big way and the Singing and Dancing will continue for years to come. This project has resulted in increased interest, increased pride and more respectful behaviour by those involved. • Our First Nation students outperformed the provincial average in FSE exams. • In our full-day First Nations Kindergarten class at Coq, all students were promoted to grade 1 with the exception of one MOE identified special needs student, as they had met all the requirements. Two Family Nights were held to celebrate the children’s success.
	2008/2009	<ul style="list-style-type: none"> • As part of a school project, four classes from one school helped clean up around the dike area by the Fraser River. They had lunch by the river and shared stories of the sacredness of Mother Earth, the Fraser River, Mt. Cheam and even the rocks they were sitting on. • First Nation topics and issues were brought into a grade 5 Social Studies class. The FNSW talked about personal identity, the Eagle Feather, Hand Drums, and Paddles used by females while singing. They had a Sharing Circle and shared a song while the students handled the Drum and Paddles. They utilized Halq’emeylem in a game of charades. The FNSW noted that First Nation students seemed to show more pride in being First Nation and were able to share and relate to the FNSW and the topics discussed. • A Communications 12 class had a lesson on Aboriginal Role Models. Each student chose someone to be their role model and wrote an essay on the significant accomplishments in his/her life. Students also had to collect images and

		<p>information on the person they chose. Most of this information was researched on the internet and students presented their projects in poster form.</p> <ul style="list-style-type: none"> • FNSWs at some of our schools took on the Honour Your Health Challenge. Along with programs on fitness and nutrition started at the schools, the students were taken out of the schools for a soccer tournament at Seabird Island, a basketball tournament at Chehalis, the Seabird Island 6th Annual Nutrition Run, and the Vancouver Sun Run. Fitness programs at the schools included runs, walks and yoga classes. • The FNSW at Kent at her First Nation Enhancement Group held an Elders Luncheon in December. Ten Elders attended and the group arranged to meet with them throughout the year to write out their stories in Our Stories, the third in a series of booklets created by the group each year. The FNSW also hopes to get an Elder Representative for the school. • As a pilot project, the FNSWs at AESS and Kent held their Honouring for students during the school year instead of the usual Year End Honouring Ceremony. Two or three Ceremonies were held at the schools and students in different grade levels were honoured at each ceremony. Students were more involved in preparations for these ceremonies including making bull Rush Mats and other items to be used as giveaways to their families and guests. One school reported 76% of their students attended the ceremonies compared to the average of 33% at previous Year End Awards Ceremonies. Feedback from Support Workers, students, staff and guests indicate that this is a better way to honour the students. • We were pleased to see that our First Nations students again outperformed the provincial average in FSA exams. An article was published in the December 3rd edition of the Vancouver Sun about a survey the C. D. Howes Institute did on preparedness in school. They looked at median family income, mobility, family structure after tax incomes and highest education level of family members. Based on a formula approach they came up with a measure in relation to FSA scores of grades 4 and 7 students and found that in the Fraser-Cascade School District our students were performing 80% better than their measure. We tied with Okanagan-Skaha District as 3rd out of 43 districts in BC. This is only one measure and one study but it does realistically take into account situations that some of our students experience and it shows that we're making a difference.
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GOAL 2

To increase First Nation/Aboriginal student success in school.

Objective 2.1

To increase achievement of our First Nation/Aboriginal students not meeting expectations by focusing resources on them.

2006/2007

- The Collaborative and Quarterly Meetings took shape around key discussions about student achievement and accountability to the Enhancement Agreement. This will continue in the 2007/2008 school year with schools being asked to provide specific examples of their practices when addressing students that are not

		<p>being successful. Schools and teachers will be challenged to answer the question, "What is our response when students are not meeting expectations".</p> <ul style="list-style-type: none"> • Native Ed and the AEC sponsored Off-Reserve Tutoring Programs at four of our schools. As well, five of our local Bands set up On-Reserve Tutoring Programs for their students and two local Bands donated their portion of the Tutoring Funding to school-based Tutoring Programs. • Spuzzum Band began an incentive program that focuses on student strengths and recognizes their achievements throughout the year. Other Bands hold a monthly draw for students who have made the Honour Roll or Work Ethic Roll or provide incentives for good marks and effort. • The District Alternate Secondary Program (DASP) students took part in the HSS Graduation Ceremonies to encourage those students to graduate.
	2007/2008	<ul style="list-style-type: none"> • AESS partnered with Chehalis and Seabird Island Bands and BBESS partnered with Boothroyd and Boston Bar Bands in order to take advantage of their Trades Programs. • Support Workers from two of our schools took training with the Yellow Cedar Learning Centre to get their Structure of Intellect (SOI) certification in the Aboriginal Alternative Learning (AAL) Program, a program designed to enhance or develop thinking skills. They are using their new skills to help their students succeed. • FNSWs in two of our schools started reading programs using First Nations literature. One of the programs included breakfast. • Off-Reserve Tutoring Programs were run in five of our schools and six of our local Bands also had Tutoring Programs running in the communities. Chehalis Indian Band split their Tutoring funding between KES and AESS for their Tutoring Programs.
	2008/2009	<ul style="list-style-type: none"> • The District Vice-Principal for First Nations and District Aboriginal Education Coordinator ran a program to focus one-on-one time and resources to at-risk students identified by the schools. Help for the students included counselling, referrals to outside agencies, tutoring, etc. Parents and guardians were interviewed, regular home/community visits were made, students were referred to Band or school tutoring programs and all school staff were kept in the process and encouraged to support the students and parents involved. • Many of our Support Workers run lunch or breakfast programs throughout the year or have snacks available for their students. The FNSWs at one school combined food with a Tutoring Program. Each Thursday they provided pizza for the students who attended. The FNSW at another school had a morning Reading Program that included toast or another snack for the students who participated. • Six of our local Bands ran On-Reserve Tutoring Programs for their students and six of our schools ran Off-Reserve Tutoring Programs at their schools.

<p><u>Objective 2.2</u> <i>To increase First Nation/Aboriginal student attendance and punctuality.</i></p>	<p>2006/2007</p>	<ul style="list-style-type: none"> • Boothroyd Indian Band hired a Support Worker to help BBESS K-12 students and liaise between families at the school. This resulted in improved attitudes and academic achievement. • Chawathil First Nation parents were required to sign a consent form for the schools to provide information to the Education Manager on students' attendance and punctuality. If the forms were not signed, families didn't get school supplies and monthly cheques. Boston Bar First Nation also withheld monthly cheques if attendance at school was low. • FNSWs in some schools provided transportation for students who missed the bus or were late. In addition, school-based Care Team Meetings helped to identify people to help with attendance and transportation issues. • FNSWs followed up on students with attendance issues by making home visits to talk to their parents about the causes of their lack of attendance. • Quarterly Meetings between the Bands and schools continued this year after each term. Items discussed and reviewed by participants were: student achievement; FNSW work schedules; progress reports including attendance and tardiness; tutoring programs; the Chehalis Band/AESS student exchange program; how to get parents more involved in the schools; breakfast and lunch programs; identifying Aboriginal curriculum in the schools; District Special Education support services; Individual Education Plans; School Growth Plans; A, B and Effort Honour Roll systems; and programs run in the schools for student recognition. Band and AEC representatives were invited to visit the schools at any time to see the Aboriginal and other school programs and services and view students' work, projects and achievements throughout the year.
	<p>2007/2008</p>	<ul style="list-style-type: none"> •
	<p>2008/2009</p>	<ul style="list-style-type: none"> •

YEAR FOUR GOALS

Our plans for 2009/2010 are:

- to continue the strategies and programs already put into place in our District and our schools and build on them;
- to carve and erect a House Post in at least one more school;
- to come up with strategies and programs that focus on Goal 2, Objective 2.1 - *To increase achievement of our First Nation/Aboriginal students not meeting expectations by focusing resources on them* and Objective 2.2 - *To increase First Nation/Aboriginal student attendance and punctuality.*

We will work with our school administrators, Aboriginal Education Council, Native Education and Aboriginal Services and school staff to come up with strategies to help our at-risk First Nations students to succeed and our First Nation students who struggle with attendance and punctuality to improve in both areas, and

- to begin work with our local First Nation communities, schools, students, parents and other stakeholders to review what has been accomplished over the term of our first Enhancement Agreement, decide what still needs to be done and start work on our second Enhancement Agreement.

APPENDIX A – PERFORMANCE INDICATORS

Objective 1.1: *To improve First Nation/Aboriginal and Non-Aboriginal student knowledge base regarding local First Nation/Aboriginal culture, history, language, governance, and politics.*

Performance Indicators	Performance Categories	Baseline		2005/2006 Results		2006/2007 Results		2007/2008 Results		2008/2009 Results		2009/2010 Results		Summary of Progress
		#	%	#	%	#	%	#	%	#	%	#	%	
Students enrolled in FN 12	Grade 11, 12	68	33	62	31	28	17	58	35	23	15			Only (1) F. N. Studies 12 at Hope Secondary School with (33)
Students participating in FN cultural activities	K5 to 12	100%		2199	100	2112	100	1970	100	1644	84			Local Resource People, Ceremonies and Field Trips
Students participating in FN Cultural Awareness Days	K5 to 12	100%		2199	100	2112	100	1970	100	1644	84			School-wide Cultural Days or National Aboriginal Day in June
Students taking part in Halq'emeylem and Nlaka'pamux language programs	K-3	30%		0		37%		52%		50%				Kent, Coquihalla and Boston Bar Elementary Schools
	4-7	41%		0		27%		8%		26%				Kent, C. E. Barry and Silver Creek Elementary Schools grade 5 letter gr
	8-12	New Measure		0		0		0		0				Currently No Students serviced.
FN students taking B/AA courses	Grade 8-12	10%		0		0		0		9%				“Our Life Cycle: Sto:lo and Nlaka'pamux” offered at Hope Secondary School

Actions	Performance Categories	Baseline	2005/2006 Results	2006/2007 Results	2007/2008 Results	2008/2009 Results	2009/2010 Results	Summary of Progress
Teachers implementing the District's Locally Approved FN/Aboriginal Curriculum	K-3	48%	60%	36%	49%	2%		Metis Primary and Intermediate Program
	4-7	72%	81%	63%	52%	33%		Sto:lo Site!, Anti-Racism Toolkit and Curriculum Bins
	8-12	39%	36%	42%	34%	26%		UFV-developed Sto:lo and Nlaka'pamux curriculum

Objective 1.2: *To improve First Nation/Aboriginal and Non-Aboriginal students' attitudes and practices of acceptance within multicultural teaching and learning environments.*

Interim Report:

Performance Indicators	Performance Categories	Baseline		2005/2006 Results		2006/2007 Results		2007/2008 Results		2008/2009 Results		2009/2010 Results		Summary of Progress
		#	%	#	%	#	%	#	%	#	%	#	%	
Aboriginal students identified in special education categories	<i>Behaviour</i>	27	4	34	5	27	4	22	3	49	7			Increase in number of Students.
	<i>Gifted</i>	5	1	5	1	4	1	1	1	1	1			
	<i>MID</i>	40	6	44	7	38	6	27	4	21	3			Decrease in number of Students.
Students identified in Alternate Education	<i>Aboriginal</i>	50		51	47	61	49	46	41	33	43			Agassiz Centre for Education and Two Rivers Education Centre
	<i>Non-Aboriginal</i>	75		57	53	64	51	112	59	76	57			

Actions	Performance Categories	Baseline		2005/2006 Results		2006/2007 Results		2007/2008 Results		2008/2009 Results		2009/2010 Results		Summary of Progress
		#	%	#	%	#	%	#	%	#	%	#	%	
Staff, students, and PACs participating in multicultural awareness activities (Pro-D Day)	<i>Staff</i>	10		15		4		5		15				Native Ed February Pro-D at Seabird Island Community School
	<i>Students</i>	New Measure		0		0		0		0				No Students have attended in the past.
	<i>PACs</i>	New Measure		0		0		0		0				School and District Parent Advisory Councils
P/VPs attending Collaborative/Quarterly Meetings	<i>1st Collaborative</i>	8	75	12	80	10	77	10	77	11	79			District Staff, Trustee, School Administration, FNSW, AEC
	<i>2nd Collaborative</i>	7	80	12	86	15	94	8	53	9	64			
	<i>Quarterly</i>	10	75	67		80		100		100				

Objective 1.3: *To enhance First Nation/Aboriginal students' sense of self-worth.*

Interim Report:

Performance Indicators	Performance Categories	Baseline		2005/2006 Results		2006/2007 Results		2007/2008 Results		2008/2009 Results		2009/2010 Results		Summary of Progress
		#	%	#	%	#	%	#	%	#	%	#	%	
FN/Aboriginal students taking part in leadership conference	<i>Provincial</i>	New Measure		0	0	0	0	0	0	0	0			Annual Aboriginal Youth Leadership in Langley
	<i>National</i>	New Measure		0	0	0	0	0	0	0	0			
	<i>SD78 Aboriginal</i>		15	15	6	20	7	20	7	20	7			
FN/Aboriginal students participating in District Challenges	K5 to Grade 12		250	146	20	589	98	30	5	250	37			Fraser Cascade District Challenges
FN/Aboriginal students participating in leadership classes	<i>AESS</i>	New Measure		0	0	3	1	6	2	0	0			Agassiz and Hope Secondary Schools
	<i>HSS</i>	New Measure		0	0	4	1	7	2	0	0			
FN/Aboriginal students in Childcare Counselling	K5 to Grade 12		40	0	0	31	16	48	28	47	28			3 Childcare Counselor's
FN/Aboriginal students participating in extra curricular activities		New Measure						105	22	121	18			

Actions	Performance Categories	Baseline %	2005/2006 Results %	2006/2007 Results %	2007/2008 Results %	2008/2009 Results %	2009/2010 Results %	Summary of Progress
FN/Aboriginal parents attending parent-teacher interviews	District Wide	21%	30	16	16	20		Scheduled Parent-Teacher Interviews, School-Based Team Meetings IEP Meetings throughout the year.
FN/Aboriginal parents attending Honouring Ceremonies	<i>AESS</i>	17%	13	11	25	30		AESS and Kent host Quarterly Awards Ceremonies. Hope and Boston Bar host Year-End Ceremonies in June.
	<i>Boston Bar</i>	88%	86	87	87	90		
	<i>Hope</i>	20%	25	15	14	25		
FN/Aboriginal parents involved in PACs	District Wide	12%	5	10	15	15		School Parent Advisory Council and local First Nations Parent Groups

Objective 2.1: *To increase achievement of our First Nation/Aboriginal students not meeting expectations by focusing resources on them.*

Interim Report:

Performance Indicators	Performance Categories	TARGET %	Baseline %	2003/04 %	2004/05 %	2005/06 %	2006/07 %	2007/08 %	2008/09 %	2009/10 %
FN/Aboriginal students taking part in Halq'emeylem language programs	<i>K-3</i>	60	30	0	0	0	30	52	50	
	<i>4-7</i>	60	41				27	8	26	
	<i>8-12</i>	30	35				0	0	0	
FN/Aboriginal students taking part in Nlaka'pamux language programs	<i>K-7</i>	80	72	0	0	81	63	35	23	
	<i>8-12</i>	80	39	0	0	0	0	0	0	
Teachers implementing locally approved FN/Aboriginal curriculum	<i>K-3</i>	80	48	28	24	50	36	49	2	
Aboriginal (as percentage of total) students identified in special education categories	<i>Behaviour # 1%</i>	4	4	13	11	5	4	3	7	
	<i>Gifted # 1%</i>	2	1	1	1	1	1	1	1	
	<i>MID # 1%</i>	5	6	17	12	7	6	4	3	
FN/Aboriginal DART (Grade Six)	<i>Meets/Exceeds</i>	90	84	N/A	N/A	85	82	N/A	N/A	
FN/Aboriginal DART (Grade Eight)	<i>Meets/Exceeds</i>	80	73	N/A	N/A	68	78	N/A	N/A	
FN/Aboriginal DERAIT (Kindergarten)	<i>Letter Recognition (Spring Meets/Exceeds)</i>	90	88	90	95	90	93	81	86	
FN/Aboriginal DERAIT (Kindergarten)	<i>Letter Sounds (Spring Meets/Exceeds)</i>	85	83	75	83	94	90	75	77	
FN/Aboriginal DERAIT (Grade One)	<i>Running Records (Spring Meets/Exceeds)</i>	80	76	79	71	85	71	71	56	
FN/Aboriginal FSA (Grade Four)	<i>Reading</i>	80	74	59	70	76	72	73	*37	
	<i>Writing</i>	85	77	79	90	86	80	66	*22	
	<i>Numeracy</i>	70	64	62	79	72	62	58	*22	
FN/Aboriginal FSA	<i>Reading</i>	70	62	62	67	70	67	50	*29	

(Grade Seven)	<i>Writing</i>	85	77	72	61	82	80	68	*30	
	<i>Numeracy</i>	75	70	83	73	69	81	59	*30	
FN/Aboriginal Provincial Exams (Grade Ten)	<i>English</i>	80	70	N/A	64	77	76	76		
	<i>Science</i>	60	70	N/A	57	54	87	88		
	<i>Essentials of Math</i>	95	90	N/A	93	94	86	100		
	<i>Principals of Math</i>	70	75	N/A	75	47	91	78		
6-Year Completion Rates		60	42	51	46	44	42	39	41	
FN/Aboriginal District-wide Writes (District Totals) Grade 6	<i>Meets/Exceeds</i>	85	77	N/A	N/A	78	76	83	50	
FN/Aboriginal District-wide Writes (District Totals) Grade 8	<i>Meets/Exceeds</i>	85	77	N/A	N/A	68	89	69	43	
FN/Aboriginal participating in Provincial Examinable Courses (Grade 12)	<i>English 12</i>	30	22	26	18	11	7	15		
	<i>Communications 12</i>	25	32	26	38	13	14	10		
	<i>Principals of Math 12</i>	10	4	2	Msk	7	Msk	Msk		
	<i>Biology 12</i>	15	9	7	Msk	11	Msk	5		
	<i>Chemistry 12</i>	10	7	Msk	Msk	7	Msk	5		
	<i>Physics 12</i>	5	2	2	Msk	2	Msk	Msk		
	<i>BC First Nations 12</i>	15	13	N/A	N/A	11	7	10		
	<i>History 12</i>	10	6	Msk	8	4	Msk	5		
FN/Aboriginal school honour roll		20	10	5	6	8	12	11	7	
FN/Aboriginal students successfully transitioning to the next grade (Grade 11)	<i>All students</i>	85	79	68	77	80	50	61	70	
FN/Aboriginal students successfully transitioning to the next grade (Grade 12)	<i>All students</i>	65	58	67	60	56	54	68	77	

Objective 2.2: *To increase First Nation/Aboriginal student attendance and punctuality.*

Interim Report:

Performance Indicators	Performance Categories	Baseline	2005/2006 Results	2006/2007 Results	2007/2008 Results	2008/2009 Results	2009/2010 Results	Summary of Progress
		%	%	%	%	%	%	
FN/Aboriginal students missing 11-20 days of school year		16	15	16	41	46		Intervention with Students
FN/Aboriginal students tardy 15 times or more per year		61	27	61	17	32		Intervention with Students
FN/Aboriginal students with attendance issues whose parents have been contacted		100	100	100	100	100		Follow-up by school secretary, teacher, administrator or FNSW.

** FSA year-to-year comparison is not valid for 2008/2009 because the exams were substantially changed in both timing and format.*

Shaded areas indicate data still forthcoming from the Ministry.

LEGEND:

- Quick Scale – Ministry guide to Social Responsibility
- PAC – Parent Advisory Council
- P/VP – Principals/Vice-Principals
- DART – District Assessment of Reading Team
- DERAIT – District Early Reading Assessment Instrumental
- FSA – Foundation Skills Assessment
- Report Card Marks (Meets/Exceeds) - C+ and above
- New Measure - Not previously tracked or tracked in a different form.