



**SCHOOL DISTRICT No. 53
(OKANAGAN SIMILKAMEEN)**

2001/2002

FIRST NATIONS EDUCATION REPORT

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2001 – 2002

The Annual First Nations Education Report is prepared so that the First Nations and District leaders may use the information to develop strategies for improving First Nations students' success. The First Nations data collection initiative is part of the district-wide data collection as guided by policies approved by the Board of Trustees.

The purpose of the First Nations data collection project is to gain insight and understanding into the educational experience and achievement levels of First Nations students. As the trail of data is recorded and analyzed over time, it is hoped that positive changes in the achievement levels of First Nations students will be observed. The data is an important source of information for decision-makers regarding the success of programs and services that have been put in place for First Nations students. In addition, the data can provide necessary information for program and service planning.

Please note that the data collection process has progressed through a series of revisions over the past several years. With each year, the quality of the data and the collection process have improved. Where data is considered questionable, it will be noted. As the reporting process becomes more complete and accurate, the interpretation of the data will also become more reliable. The data that is being reported, however, remains a valuable source of information related to First Nations students in the District.

This year, members of the Aboriginal and District communities were brought together to discuss the information and to make recommendations to the schools, the Bands and the District. These recommendations are meant to promote further dialogue and questions among those communities in order to support their planning. It is understood that real change will occur when all partners work together in a concerted effort to improve Aboriginal student success.

Respectfully submitted: James D. Insley, Director of Instruction (Curriculum)

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Overview

Aboriginal Education has been a major focus in School District No. 53 for many years now. The district is concerned about the achievement gap that exists between our Aboriginal students and non-Aboriginal students. This year, for the first time since we have published this report, members from the school and Aboriginal communities were invited to an Aboriginal Education Report Focus meeting to talk about and discuss direction schools, Bands and the District in regards the achievement of Aboriginal students. The members included Band leaders, elders, parents, students, support workers, teachers, school administrators, trustees and District administrators. Their views are reflected in this report.

In agreement with the Bands, the District has taken a geographical approach in promoting ongoing communication with the Aboriginal communities. Regular consultative meetings take place with all bands on a bi-monthly basis. The Upper Similkameen Indian Band and Lower Similkameen Indian Band meet jointly with district and school administration to dialogue about school issues in the Keremeos, Cawston and Hedley communities. The Osoyoos Indian Band meets to discuss school issues in Oliver. The meetings deal with emergent concerns regarding programs, issues around individual and groups of students, and planning for intervention. At this time, off reserve and Metis groups are not represented but this does not seem to be an issue.

Over the years, the District has sponsored training and inservice sessions for support workers and Okanagan Language teachers. During the 2001/02-year, support workers and language teachers attended the Okanagan Mainline Regions Conference in Ashcroft.

Okanagan Language was again provided at the Kindergarten to Grade 12 levels in the Oliver schools and Kindergarten to Grade 8 levels in the Similkameen schools. The availability of qualified Okanagan Language instructors continues to be a concern. We are fortunate to have the services of Mrs. Mary Ann Baptiste and Mrs. Theresa Dennis available to us. After many years of Okanagan Language substitute service, Mrs. Hazel Squakin retired at the end of June. This issue will need to be addressed early in the spring of 2003 in order to continue to offer Okanagan Language in all schools.

SCHOOL PROGRAMS SUMMARY

Okanagan Language Instruction

Okanagan Language instruction is provided in all facilities with significant Okanagan student populations. During the 2001/2002 school year, 124 students were enrolled at the elementary level and 20 at the secondary level. The offerings vary from school to school, depending on student enrolment and available resources. In all schools, Okanagan Language is open to all students, including non-aboriginal. Some Okanagan parents/students choose French as a language option, feeling that this opens more options for the student as they progress through school.

Elementary

Elementary Okanagan Language programs tend to be well established within the district. They are seen at all schools as being important programs for Aboriginal students as, besides language, they have a large focus on the Okanagan culture. Students learn a great deal about their culture and community's values and develop a strong sense of pride about who they are.

Cawston Primary School:

- 5th year of program
- 24 students were involved, Kindergarten to Grade 4
- Students receive 80 minutes of instruction weekly
- Okanagan Language is scheduled with French instruction and parents must choose which language they wish their child to have instruction in.

Hedley Elementary School:

- 5th year of program
- All students (22) were involved in the program, Kindergarten to Grade 4
- Students receive instruction on Fridays, integrated with the rest of their studies
- Students are assessed on communication, comprehension, translation and pronunciation

Similkameen Elementary Secondary School:

- 7th year of program
- 33 students were involved in the program, Grade 5 to 7
- Students receive 80 minutes of instruction weekly
- Okanagan Language is scheduled with French instruction and parents must choose which language they wish their child to have instruction in.

Tuc-el-Nuit Elementary School:

- 14th year of program
- 44 students were involved in the program, Kindergarten to Grade 7
- Students receive 80 minutes of instruction weekly
- Okanagan Language is scheduled with French instruction and parents must choose which language they wish their child to have instruction in.

Secondary

Secondary Okanagan Language has been offered for three years. This offering resulted after the completion of an Okanagan Language IRP, subsequently approved by the local Band councils and the Ministry of Education. In the beginning, there were issues around scope and sequence, instructional planning, and rigor of the program. Developing a scope and sequence along with thematic lesson plans during the summer of 2000 has alleviated some of these concerns. The most pressing issue today is securing qualified instructors who have the ability to teach in a classroom setting of 24 to 30 multi-ability students.

Similkameen Elementary Secondary School:

- 3rd year of program
- 1 student took course in 2001/02 year, offered at the Grade 8 level only.
- Offered during a regular secondary course block
- Scheduling with elementary timetable is an issue. The secondary timetable rotates weekly and the elementary one doesn't. The school is looking at ways to change this.

Southern Okanagan Secondary School:

- 3rd year of program
- 19 students involved in three offerings; Introductory Okanagan 11, Okanagan intermediate, and Okanagan 8
- Offered during a regular secondary course block
- This program is supported by regular school teaching staff

Issues and Concerns

Instructors for Okanagan Language are not plentiful. Our present instructors are nearing retirement age and/or have other commitments. This sometimes results in inconsistent attendance, diminishing the effectiveness of the program. We have been investigating a variety of alternatives to acquire the services of a qualified instructor dedicated to the position.

One strategy being explored is to hire, in cooperation with the Osoyoos Indian Band, an instructor on a full time basis to provide instruction to students at Sen-Pok-Chin School (O.I.B. Band School), Tuc-el-Nuit and Southern Okanagan Secondary School. We feel that a full time position will enable the teacher to commit to development of a truly effective program and develop the skills necessary to deliver it. Although at the discussion stage, scheduling to meet the needs of all three schools is the major hurdle.

TRAINING

Time and assistance to develop curriculum and instructional resources is offered to Okanagan Language teachers on a yearly basis. Support for new language instructors is provided through orientation and mentorship programs.

Articulation with Post Secondary

Articulation of Okanagan Language with the various universities and colleges is as follows:

- Simon Fraser University:
 - IOK 11 and IOK 12 are accepted as Language 11 credits for entrance
 - IOK 12 is accepted as a fifth “academic 12” course for admission for the 2002 and subsequent secondary graduates
- University of Victoria:
 - IOK 11 and IOK 12 are accepted as Language 11 credits for entrance
 - In order for IOK 12 to be accepted as an “academic 12” course for admission, application would have to be made to admissions.
- University of British Columbia:
 - Is looking into it. Would probably give consideration to Aboriginal student wishing to use as entrance credit.
- University of Northern British Columbia:
 - Does not require a second language for entrance
 - Would accept IOK 12 as a fifth “academic 12” course for admission.
- Okanagan University College:
 - Is looking into it, but progressing slowly.

We will continue to look into the articulation matter; however, there needs to be a concerted effort and commitment by students to make this a worthwhile venture.

Aboriginal Support Programs

ABORIGINAL SUPPORT WORKERS

The Aboriginal support workers program is well established in all schools with a significant Aboriginal student population. Aboriginal support workers are supervised by the school's Administrators and with general direction from appropriate teachers. They are expected to demonstrate initiative and flexibility in carrying out their duties including:

- Assisting with bridging cultural differences
- Assisting Aboriginal students with their studies
- Assisting the school in promoting increased effective participation of First Nations students and parents in the school community. This includes the liaison with families to achieve these objectives. (Please see Appendix E for the job description.)

There are two Aboriginal support teachers in the district, one assigned to Southern Okanagan Secondary School and the other to Tuc-el-Nuit Elementary. The teacher at Tuc-el-Nuit Elementary also has district duties and supports aboriginal students at Oliver Elementary School, as well as providing resource services at other schools around the district. She also represents the District at regional and provincial meetings. As teachers, their role is much expanded with emphasis on planning and programming for Aboriginal student success.

Aboriginal support workers and teachers are expected to meet on a regular basis and work with Band Educational Coordinators to provide the necessary support for students both at school and in the community.

Training

Over the past four years, the district has supported an ongoing training program for support workers. During the 2000/2001 school year support workers and teachers were involved in Solution Focused Counseling – Level 1. A follow up session was planned for the 2001/2002 school year, but the teacher strike prevented it from happening. It will occur in the 2002/2003 school year. The Support Workers attended the Okanagan Mainline Aboriginal Support Worker Conference held in Ashcroft. This conference provided a variety of mini sessions on topics relevant to support workers and their job. Support workers, with the permission of the school principal, have available to them funds for individual training and in-servicing.

HIGHLIGHTS FROM THE SCHOOLS

Cawston Primary & Hedley Elementary Schools

Aboriginal Support Worker, Mrs. Marchand:

- Works four days at Cawston Primary and one day at Hedley Elementary
- Works with students both within and out of class
- Works with administration, staff, parents, and community members
- Meets once a month with the Upper and Lower Similkameen Bands to discuss student progress, concerns and events
- Was an important member on both the Cawston and Hedley Accreditation Internal Teams. Her hard work helped to make the accreditation a very successful experience for both schools.
- Coordinates the Success Maker Computer Program. Arranged further training for herself and other support workers to further utilize the program. Acquisition of Success Maker was made possible through the Federal Aboriginal Technology Grant. Success Maker is a highly structured program, which allows students to move from level to level at their own rate, once they have mastered the work of each level. Teachers are pleased with the students' progress and have commented on greater ability in phonemic awareness, more confidence with reading unfamiliar material and applying strategies to daily work.
- Works with Okanagan Language/Culture program
- Provides cultural experiences to students during Aboriginal day including activities such as making Indian Ice Cream and discussing dried food.
- Goals for the 2002/2003 school year include:
 - Add four computers and Earobics in the Primary Grades as it is felt that this program will help students with phonological awareness
 - Have First Nations parents visit the school more. Mrs. Marchand will present a Success Maker Demonstration at September Open House
 - Develop a First Nations Committee to meet on monthly basis to look at educational issues and planning
 - Develop First Nation student portfolios through First Nations Committee
 - Refine the Okanagan Language/Culture program and increase resources

Similkameen Elementary Secondary School

The program has two Aboriginal Support Workers. Ms Joannie Allison is assigned to elementary and Ms Marcie Trotter is assigned secondary.

Elementary:

- In-class support was available for the First Nations students. Worked with individual students on Math, Reading, etc.
- Support of a 45 minute homework block, twice weekly
- Provided One-to-One Reading program for students
- Work with individual students experiencing behaviour difficulties on social skills.
- Assist teachers with students in a variety of different ways.
- Provide a life-skills program to students
- Goals for the coming year:
 - Make sure that all students who may be at risk are receiving services.

Secondary:

- A major focus is attendance as this would lead to improved performance
- Focus on students who were getting "Incompletes" in their academic courses. A homework block was arranged so students could work on assignments that were overdue.
- In-class support was available for the First Nations students who would benefit from scribing or reading course material
- Provided scholarship or bursary information to eligible students
- Worked at increasing number of parents attending parent/teacher interviews
- Attended IEP meetings. These were held with extra attention to parent concerns/issues.
- Conducted an Exit Survey on the First Nations students who had graduated or withdrawn over the previous three years. The main finding was that support was crucial to a student achieving their goal toward high school graduation. Another interesting finding was those students who withdrew or quit, keep re-entering the school system, some up to three or four times in order to graduate.
- Implementing Accelerated Reading
- Goals for 2002/2003:
 - Serious focus on student attendance and lates. Will hold a brainstorming session with all the Band Education Coordinators, Support Workers and School Administration to come up with some strategies to deal with this issue.
 - Advocate for students needing a learning assistance block early in each semester. Contact parents to inform them of this, as there must be parental permission.

Southern Okanagan Secondary School

The program has a support worker and a support teacher.

- Met bimonthly with the Osoyoos Indian Band Education Council reporting student progress, attendance and discipline issues.
- Continued Aboriginal Support blocks with the Aboriginal support teacher in which students may choose to receive extra help and time in completing their studies. Tutored students outside the classroom.
- Aboriginal support teacher has organized a First Nations Group. This group will focus on leadership skills through peer tutoring and peer counseling. They hosted a similar group from White Rock who shared their experiences.
- Took students to the Aboriginal Career Fair at Okanagan University College and the Youth Conference on Aboriginal Issues in Penticton.
- Took the First Nations Group to the Kamloops Pow Wow in June
- Goals for 2002/2003:
 - To increase the number of first Nation student graduates
 - To improve and increase First Nation student academic and emotional support.
- Strategies to meet these goals:
 - Students entering Grade 8 and students experiencing difficulties in upper grades will be scheduled for at least one Aboriginal Support block
 - Support worker will be scheduled daily into regular classes for two blocks where students needing assistance have also been placed. These classes include one of each of the following: Social Studies 8 & 9, Science 8 & 9, and Mathematics 8 & 9. The support worker will have one block for regularly scheduled student appointments and one block for home visits or office work as required.
 - Utilize team-based meetings to develop plans to help students at the earliest signs on academic/emotional difficulty. These meetings would consist of representatives from the Osoyoos Indian Band School Board, OIB youth counselors, classroom teachers, school administrators, support worker/teacher and other appropriate personnel.
 - Clearly define roles and expectations for Aboriginal support personnel in September 2002.

Tuc-el-Nuit Elementary

The program has a support worker and an Aboriginal Education teacher.

- Met bimonthly with the Osoyoos Indian Band Education Council reporting student progress, attendance and discipline issues.
- Aboriginal Education teacher assists in Okanagan Language instruction.
- Aboriginal Education teacher provides tutorial time after school.
- All primary students were tested and a guided reading level was established
- Aboriginal Education Teacher provides one-to-one reading sessions with all primary students.
- Support Worker worked with Intermediate students on improving social skills. In addition, regular sessions of twelve weeks were scheduled for students to work with SuccessMaker to improve reading, writing and mathematics.
- Goals for 2002/2003:
 - To improve reading skills for Aboriginal students
 - To improve attendance rates
 - To maintain the after school tutorial program
 - To use the remainder of the technology grant money to purchase additional software and new computers to improve student results.
- An Aboriginal Education plan was appended to the School Plan to support the above goals.

DISTRICT ABORIGINAL EDUCATION STAFF

Aboriginal Support Workers:

- Marty Marchand Cawston Primary/Hedley Elementary
- Joannie Allison Similkameen Elementary Secondary
- Marcie Trotter Similkameen Elementary Secondary
- Muriel (Ducky) Tanner Southern Okanagan Secondary
- Burnadette Briscoe Tuc-el-Nuit Elementary

Aboriginal Support Teacher:

- Pat Batchelor Southern Okanagan Secondary

Aboriginal Education Teacher

- Helen Gallagher Tuc-el-Nuit Elementary

Okanagan Language/Culture Instructors:

- Theresa Dennis Cawston Primary/Hedley Elementary
Similkameen Elementary Secondary
- Mary Anne Baptiste Southern Okanagan Sec. /Tuc-el-Nuit

ANNUAL ABORIGINAL EDUCATION REPORT FOCUS MEETING SUMMARY

On February 6, 2003, band leaders, elders, parents, students, support workers, teachers, school administrators, trustees and District administrators met to dialogue about 2001/2002 student results.

The goals of the meeting were:

- To review what we are doing
- To look at how our students are achieving.
- To recommend future action for schools, bands and District.

The participants worked in school groups as they were led through a process, which included the following:

- Discussing school and band programs in place to support students
- Looking at student achievement data
- Considering satisfaction with these results and determining what things seem to be working; and
- Making recommendations to schools, bands and district.

The following summarizes the results from each school. [S represents school, B represents the Band, C represents the community]

Cawston Primary School and Hedley Elementary School

What are we doing now?

- **S/B** Working with all parties concerning the child (parents, school, Band, other agencies)
- **S** Guided reading: purchased culturally and gender interest readers
- **B** After school care program: Family Centre (cultural, academic)
- **B** Aboriginal head start: early childhood development program to prepare children for school.
- **S/B** Communication between school, Family Centre, parents and teachers regarding tutoring.
- **S/B** Aboriginal Support Worker: One-on-one interaction (Okanagan Language teacher, Band Education Coordinator, Success Maker)
- **S** Breakfast club, hot lunch program
- **S** At Hedley, tutoring offered.
- **S** One to One Reading (Parent and community volunteers)
- **B** Aboriginal Technology, purchase assets for learning
- **S/B** Field Trips
- **S** Open door policy

- **S/B** First Nations people working in school (Accreditation, School Planning Council, School Growth Plans)
- **S/B** Cultural events
- **B** Lower Similkameen Band offers Structure of Intellect assessment and an education student support worker.
- **S** Class reviews
- **S** High five club (program encouraging personal best)
- **S** Student Council and job program
- **S** Feel good assemblies
- **S/B** EDI (Early Development Instrument)

What is improving and why?

Improving	How Come? (Why?)
<ul style="list-style-type: none"> ➤ Percentage of students away 20 days or more (Cawston and Hedley) 	<ul style="list-style-type: none"> • Breakfast • Communications between District, Band, parents, teachers, and students • Call home program • Student agenda • More parent employment
<ul style="list-style-type: none"> ➤ Discipline at Hedley and Cawston 	<ul style="list-style-type: none"> • High 5 programs (EBS) • Looking at positive behaviour instead of negative • Involvement of Band counselors, District counselors, Behaviour Support, Mental Health • Teacher consistency
<ul style="list-style-type: none"> ➤ Academic 	<ul style="list-style-type: none"> • Communication • Teacher consistency • Guided Reading • Class reviews 3 times yearly • Stanford Diagnostic, DRA and PM Benchmark Assessment • New First Nations Theme Literature • Non-fiction Books • Tutoring at Family Centre and School

What do we need to do next? (Recommendations)

- Roots of Empathy Program (Lend a classroom)
- Year Round Schooling – balanced calendar
- Preschool/Junior Kindergarten/Headstart
- More sensory integrated activities
- Include high school students (role models)
- Integrate First Nations culture throughout the curriculum
- Continued funding for breakfast and lunch programs
- Band needs to go after Linda Reid, Minister of Early Childhood development for funding early childhood programs.
- Development of a committee “Primary Education Council”. Preschool to Grade one support each other with education strategies and goals to meet the needs of all students (share resources)
- Parenting Wisely course: appropriate time for parents
- Split Primary and Intermediate program at Hedley
- More parent support: student academic achievement
- District support for long-term teacher (contractual) at Hedley. Relationship between community, family, Band and teacher.
- Teachers: understanding culture (provide inservice, training experiences)
- Field trips, career days
- District/Administrators addressing parent concerns
- Student led conferences

Similkameen Elementary Secondary School

What are we doing now?

- **S** Having Aboriginal support workers phoning home, knowing the community
- **S** Aboriginal Support workers speaking on behalf of students
- **S/B** Liaison between Bands and school
- **B** Structure of Intellect assessment of students
- **?** Putting together learning packages
- **S** Aboriginal Support Worker arriving early to meet students
- **S/B** Relations with teachers and other staff, with Education Coordinators
- **S** Choices program, helps to develop self-esteem
- **S** Working with Resource room teacher
- **B** Encouragement to get to college via graduation. Strong desire for children to succeed
- **B** Post secondary licensing
- **B** Job placement program and correspondence to graduate.

- **S/B** Okanagan Language program development
- **B** Education dinners for preschool to post secondary.

What is improving and why? (presented in this manner by group)

- Putting together a Local Education Agreement
- Negotiations with INAC
- New support blocks
- School-based team meetings including support workers, IEPs
- Sports teams, Music program
- Small school can accomplish learning goals
- Having extend

What do we need to do next? (Recommendations)

- Native PAC group
- Bring elder in on school staff (discipline option, potentially lowering suspensions)
- Cultural Sensitivity workshop (Pro-D activity)
- Add an Okanagan Studies component (adding voice to history)
- Add a Native Studies course (or integrate Native studies components into Social Studies.)
- Non Native teacher liason
- Information packages on IRPs for parents
- Teachers attending Band open house (opportunity to get to know more about the community)
- Aboriginal teachers
- Native orientation for Grade 7's [entering grade 8]; expectations, etc.
- Experiential learning model (based more on personal learning)
- Special Education criteria
- Resource Centre (access to materials)
- Deal with racism issues (acknowledge that it exists)
- Next focus meeting should be held in a First Nations community

Southern Okanagan Secondary School

What are we doing now?

- **S/B** Aboriginal Support worker
- **S** Math tutor
- **S** Two Aboriginal support blocks
- **S** Communication between Aboriginal support and learning assistance
- **S** Cool School, alternate education delivery.
- **S** Sharing of culture (mixed grouping)
- **B** Provides meeting area
- **S** Multicultural week
- **S/B** Okanagan Language Program
- **B/S** ARC Addictions Program
- **B** Band Home Support Worker
- **B** Workshops for students
- **S** First Nations (student) group
- **S** Athletic programs
- **S/B** Case conferences about students
- **S/B** Bi-monthly OIB Education Board meetings
- **S** Supporting academics in the classroom
- **B** Career prep program
- **S** Participation in Monday morning assemblies
- **B** Support for fees (eg. Athletics)
- **B/S** Ongoing communication between school administration and OIB
Education Coordinator
- **S** Career Fairs
- **S** School-based team meetings
- **S** Cornerstone upgrading (Computer program)

What is improving and why?

Improving	How Come? (Why?)
➤ Attendance	<ul style="list-style-type: none"> • More support and follow-up occurring (eg. Aboriginal program, Band involvement, collaboration by school staff)
➤ 1 day suspensions (decreasing)	<ul style="list-style-type: none"> • See above • Use of in-school consequences
<ul style="list-style-type: none"> ➤ Participation and success rates in English ➤ Participation and success rates in Mathematics (up to Grade 10) 	<ul style="list-style-type: none"> • Improved attendance • Higher expectations by Band promoting success • OIB Education Board • Balanced time tabling (ie. Students not over loaded) • Learning Assistance support for students experiencing difficulties • Academic assessment available

What do we need to do next? (Recommendations)

- Promote parent involvement in schools:
 - First Nations Parent Night
 - Aboriginal Support Worker contact parents for Parent/Teacher Interviews.
- Find ways to emphasize achievements of First Nation students
 - Good News calls
- First Nation peer counseling training (incorporate traditional FN practices)
- Encourage First Nation students to access Peer Tutoring opportunities (as tutors and tutees)
- Investigating and visiting successful First Nation programs in other districts
- Band – school mini conferences at 10 absences
- Male Aboriginal role models in Support/Teacher positions.

Tuc-el-Nuit Elementary School

What are we doing now?

- **S** Cooperative Discipline
- **S** School Climate
- **S** Positive role modeling from support staff
- **S** Safe arrival program
- **S** One-to-One Reading Program
- **S** After school program
- **S** Success Maker program
- **S/B** Team approach
- **S** Language and culture program
- **S/B** Okanagan Nation Days
- **S/B** Parent/Teacher interviews

What is improving and why?

Improving	How Come? (Why?)
➤ Attendance	<ul style="list-style-type: none">• School climate• Safe arrival program• Support from Aboriginal teacher and support worker.
➤ Behaviour	<ul style="list-style-type: none">• Cooperative Discipline• School climate• Role modeling from support worker, teacher
➤ Academics	<ul style="list-style-type: none">• Improved attendance• School climate• Support from Aboriginal teacher and support worker.

What do we need to do next? (Recommendations)

- Breakfast program
- Funded after school program
- Utilize OIB resources (re: attendance, health issues)
- Use Sen-Pok-Chin during summer months for internet SuccessMaker
- Create reading contracts sponsored by the Band (movie pass, swimming pass, etc.)
- Have Band look into a reading program starting at birth and up
- Continue with present day successes.

Thank you to all participants:

Cawston Primary/Hedley Elementary

Chris Philpotts
Marty Marshand
Mary Nash
Joanne Dennis
Bonnie Bews
Sandy Terbasket
Danette Whitney

Southern Okanagan Secondary

Marty Lewis
Phil Rathjen
Muriel Tanner
Pat Batchelor
Leanne Lindsay
Colette Louie
Sonja Jensen
Dixon Twin
Mary Ann Baptiste

Tuc-el-Nuit Elementary

Jan Kennedy
Helen Gallagher
Burnadette Briscoe
Craig Newson
Clarence Louie
Terry Collis

Similkameen Elementary Secondary

Cal Dey
Alan Stel
Marcy Trotter
Joannie Allison
Lauren Terbasket
Kathy Terbasket
Rhonda Terbasket
Catrina Terbasket
Mario Carelse
Myrna Coates

SUMMARY OF RESULTS

Overall we seem to be seeing improvement in the areas we are tracking as a District. Across the District:

- Aboriginal student attendance is up. In particular the number of elementary and secondary students absent for twenty or more days is down but only slightly.
- Academic results are encouraging. Trends show an improvement for Primary Aboriginal students in Language Arts and Mathematics.
- The number of incompletes (I) is down for Aboriginal students and the rate of resolving successfully is up.
- Aboriginal students participation rate is up in English 8 – 10, with a slight increase in the success rate. Participation in English 11 and 12 has shown good improvement with reasonable success rates.
- The participation rate is up for Math 8 and 9. Math 10 participation rates in Principles and Applied are up, as are the success rates. FSA Numeracy results are improving nicely.
- District Aboriginal FSA First Draft Writing has improved dramatically over the past 3 years.
- The number of I's being issued to Aboriginal students is up but so are the number being resolved successfully.
- Secondary school progress (D – 1) is showing good progress.
- School-Completion rates for Aboriginal students are up slightly.

We need to continue the good work in these areas and consider the other areas where a positive impact is still needed:

- FSA results for reading comprehension are still low.
- Aboriginal students are still over represented in the Behaviour categories and Discipline areas.
- Although participation is up for English 11 and 12, there is still a very large gap between the number of Aboriginal and non-Aboriginal students taking and passing the English 12 exam.
- Aboriginal student participation in Principals of Math 12 is non-existent.

The District's Accountability Contract goal "To increase the percentage of Grade 8 Aboriginal students graduating within six years by 2% in each of the next two years" will be realized and

surpassed if we can continue to work together for our students. On February 6, 2003 we met as a community of teachers, support workers, parents and students to look the trends and to consider next steps in addressing student achievement. The dialogue and commitment at the meeting, as well as the results we are seeing, should be encouraging to us all. The key is that we stay vigilant in our task to provide our students with the very best education possible. We need to give all students the support and opportunity they need to succeed in our schools.