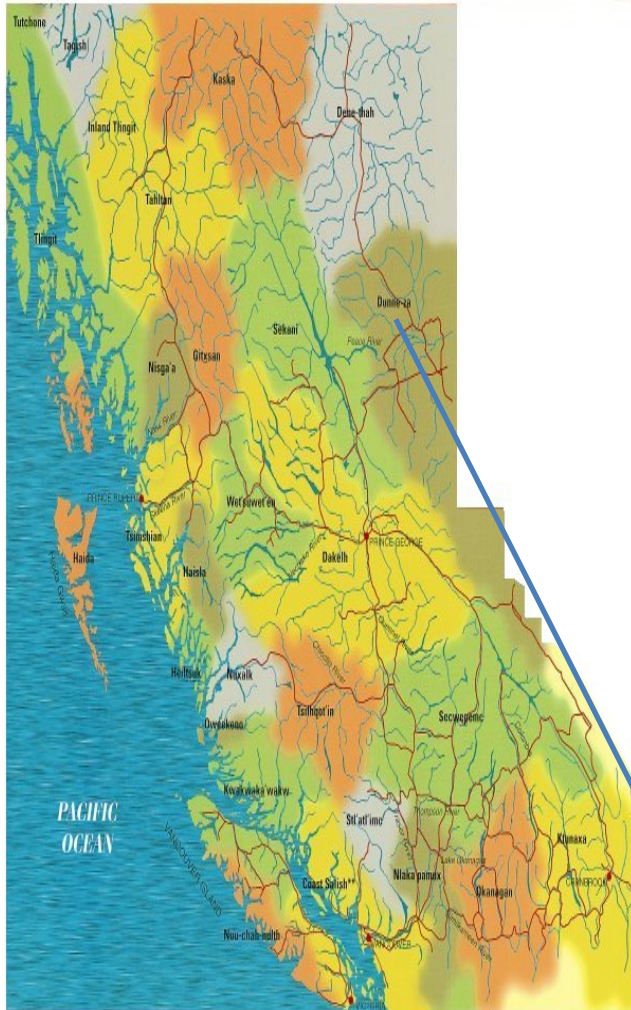


ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT **2010-13 ANNUAL REPORT**

“Creator, we give thanks for the day, our children, mother earth, and all good things you have provided. Watch over us and this document as we work together for our children.”



*We acknowledge and honour the special relationship that exists with the
Dane-Zaa First Nations in whose traditional territory we live.*



School District 60 (Peace River North)

is located in the northeast corner of British Columbia on the eastern side of the Northern Rockies on the northern edge of the Canadian prairies. The region is characterized by energy and growth. Rapid development in the petro-chemical energy, forestry and service industries has led to our student population remaining stable at around 5800 students; approximately 20% are of Aboriginal descent.

The area encompasses three reserves: Blueberry River First Nation, Doig River First Nation and Halfway River First Nation.

Our schools range in size and format, from small rural schools, kindergarten to secondary and community schools.

The district is preparing for a major restructuring in the fall of 2010, the implementation of two middle schools (now grades 8-10) and the introduction of half our elementary schools encompassing full day kindergarten.

Dane-Zaa (ᑕᑭᑭ)

Language Family: Dene (Athabaskan)

"We call our language Dane-zaa Záágé?, which translates as "people-regular language" in English. It is also known as the Beaver Language, because of the name the Europeans gave our people during the fur trade

<http://maps.fphlcc.ca/dane-zaa>

Background Information

BC MINISTRY OF EDUCATION

Targeted Aboriginal student funding came into place

Memorandum of Understanding was signed, Feb. 2, 1999 between BC Indian Chiefs, Minister of Education, INAC and BCTF, led to the framework for the creation of Enhancement Agreements. Through these agreements, new relationships and commitments were made to improve the educational success of Aboriginal students.

Enhancement Agreements...—are intended to continually improve the quality of education by all Aboriginal students;

- support strong cooperative, collaborative, relationships between Aboriginal communities and school districts

- provide Aboriginal communities and districts greater autonomy to find solutions that work for Aboriginal students, the schools and the communities; and

- require a high level of respect and trust to function.

Ab Ed funding per student *increased* from \$1,014 to \$1,160, Mar. 19, 2010

Castlemain Report July 2013 indicates Ab. Students do better in school districts who have an EA in place.(Min of Ed. & FNEC)

SCHOOL DISTRICT NO. 60

The **establishment of the First Nations Education Centre**, and employment of First Nations Cultural Coordinator, Secretary and Family Advocate later, First Nations Support Workers (at schools). Establishment of First Nations Education Advisory Council met monthly to provide recommendations for program and budget expenditures

Malatest Survey – 1996

- Development of EA Committee.
- Twenty-two consultation community meetings to hear the people's concerns and direction of our education system.

Renamed **Aboriginal Education Centre**

EA signed, November 26, 2009, working agreement between Blueberry River First Nation, Doig River First Nation, Halfway River First Nation, Aboriginal organizations, School District No. 60, Ministry of Education, parent, students and Elders.

Our first **EA Annual Report**; details the progress of our district in meeting the goals outlined in the EA and is used as a mechanism for ongoing collaboration between all stakeholders. Baseline data collected in 2010/11 and 2011/12.

Second Annual Report 2012-13

1995

1999

2005

2007

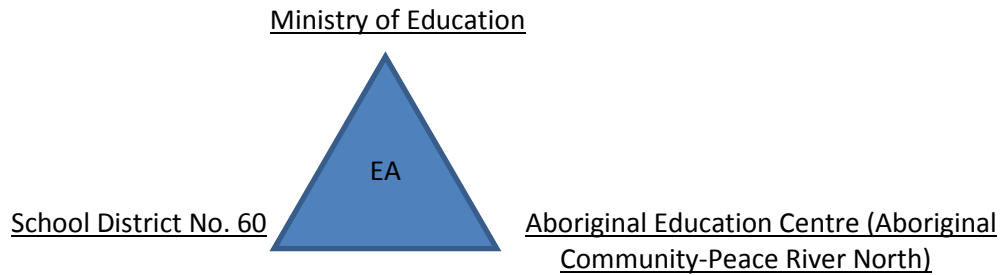
2009/10

2010/11

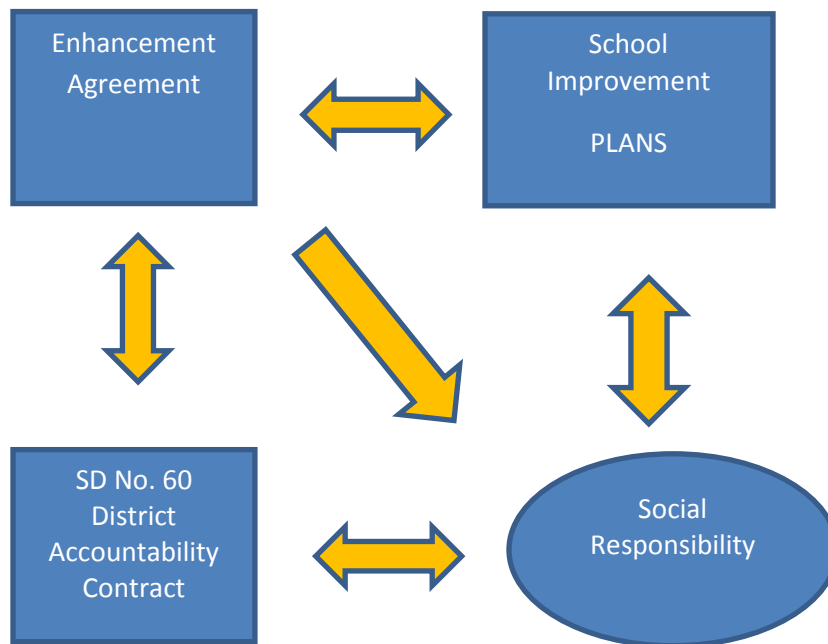
2012/13

ENHANCEMENT AGREEMENT (EA)

Five year working agreement (signed Nov. 2009) involving:



How does our EA affect other School District Contracts/Agreements?



We are effectively working together to; close the education success gap between our Aboriginal students and Non-Aboriginal students; stress the wellbeing of our students; and promote culture.

2012-13 Aboriginal Education Advisory Council Membership

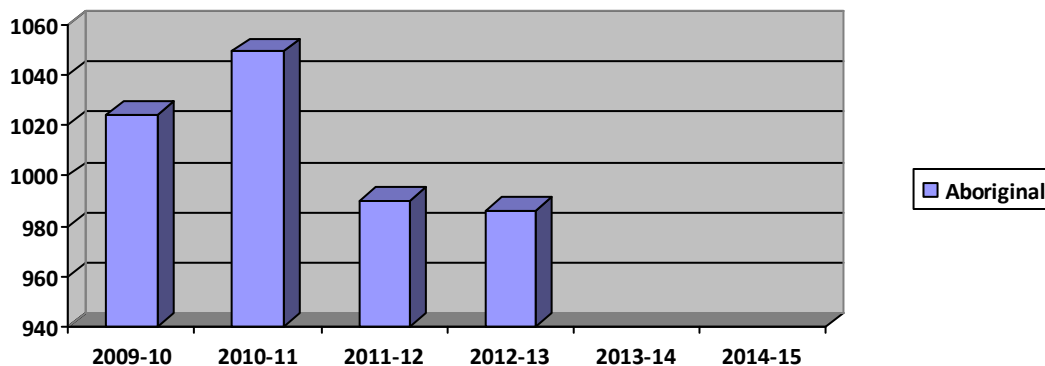
AEAC meets four times a year to provide recommendations for program enhancements and budget expenditures. Some, Council members have contributed their time since the inception of the Aboriginal Program in 1995. It is encouraging to see the many accomplishments that have derived as a result of the Council's dedication and commitment to our Aboriginal students in Peace River North.

	ABORIGINAL EDUCATION ADVISORY COUNCIL MEMBERS
BANDS- (VOTING) Educ. Coordinators	Doig River First Nation Blueberry River First Nation Halfway River First Nation
Aboriginal & other Organizations (VOTING)	Treaty 8 Tribal Association, Fort St. John Metis Society, Metis AHRDA, Metis Nation BC, Fort St. John Friendship Centre Society, North East Native Advancing Society (NENAS) , NENAN (Ab. Child Delegated Agency), Northern Lights College
Other (VOTING)	Elders, parent and student representatives
School District Staff (NON-VOTING)	Superintendent(s) Larry Espe / Dave Sloan District Vice-Principal Two Aboriginal Student Support Workers (Elementary & Middle/High School)

Aboriginal Education Centre Staff

Name	Position	Location
Pat Jansen	District Vice-Principal	Aboriginal Education Centre
Marie Westergaard	Secretary	Aboriginal Education Centre
David Rattray	School Counselor	Middle/Secondary High Schools
Debbie Kilback	Aboriginal Youth Care Worker	Elementary Schools
Brittany Puttick	Teacher	Dr. Kearney Aboriginal Support Class
Jim Lovell	Teacher	North Peace Senior Secondary – Grad Coach & Aboriginal Academic Support
Navinda Wright/ Rheanna Morris-Richert	Teacher	Bert Bowes Middle School
Aboriginal Student Support Workers	20/21	SCHOOLS: 12 Elementary, 2 middle, 2 K-12 Rural, 1 K-10 Rural

Demographics of Aboriginal Students 2009-



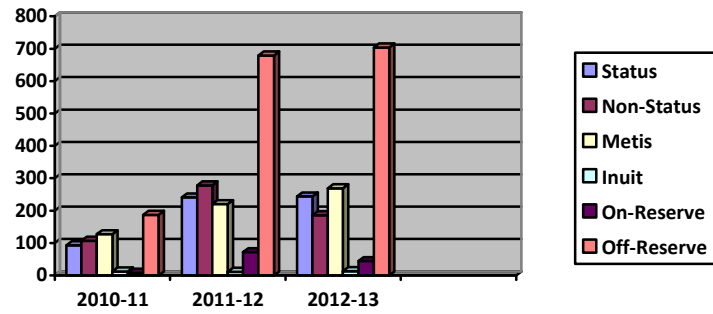
	On-Reserve Aboriginal				Off-Reserve Aboriginal		
Year	Females	Males	Total		Females	Males	Total
2009-10	63	70	133		596	596	1192
2010-11	63	69	132		569	569	1138
2011-12	56	65	121		545	523	1068
2012-13							

School Year	All students in SD No 60	Aboriginal students who Self-identify	% Aboriginal Percentage Self-Ident	# Students who did <u>not want</u> to be part of the program
2009/10	6,052	1,020	17%	
2010/11	5,873	1,045	18%	
2011/12	5,742	990	17%	20
2012/13	5,792	986	17%	38
2013/14				

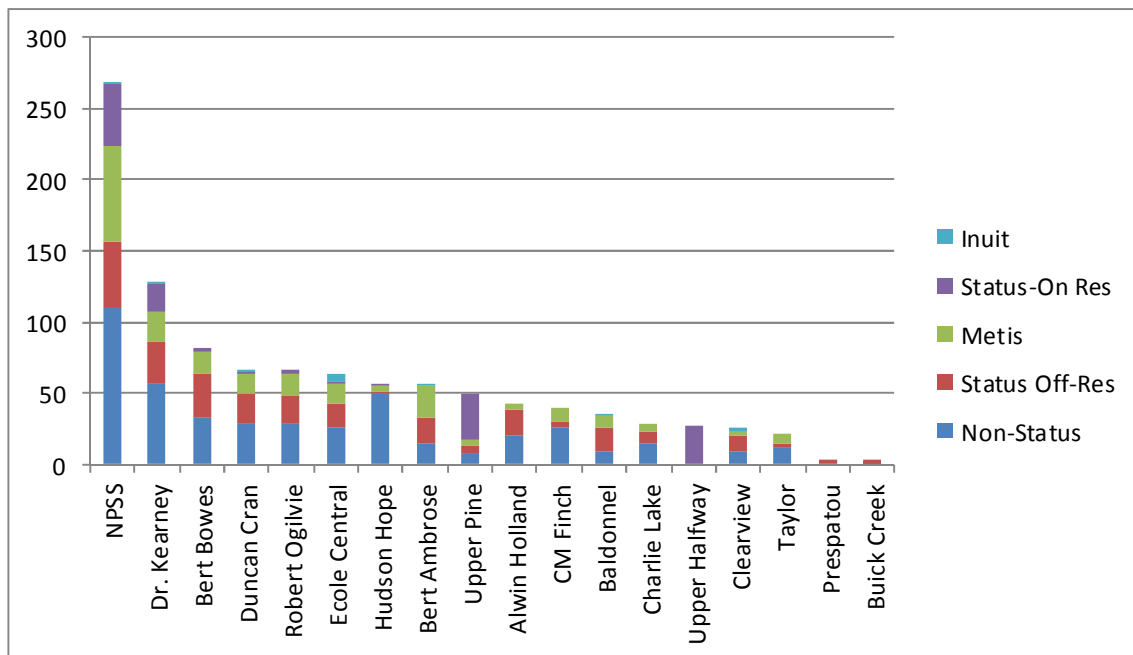
Reasons some students/parents do not want to be part of the program are:

- they feel their child is doing well in school without extra support
- student does not want to be singled-out
- do not want their child missing out on academic teachings to do culture
- daughter wishes to try it on her own
- not interested in the program at this time, does now want segregation
- refused because of personal reasons

Aboriginal Students who filled out the Sense of Belonging Survey



Number of Aboriginal Students in each School



ABORIGINAL STUDENTS IN SPECIAL NEEDS PERFORMANCE REPORTING GROUPS

School year	Special Needs	Learning Disabilities		Behavior Disabilities		Gifted	
	#	#	%	#	%	#	%
2009-10	226	52	23	107	*47	2	1
2010-11	202	43	21	99	*49	1	0
2011-12	179	39	22	78	*44	1	1
2012-13	TBA	TBA	TBA	TBA	TBA	TBA	TBA

GRADE DISTRIBUTION OF ABORIGINAL STUDENTS WITH BEHAVIOR DISABILITIES (includes: categories H-Intensive Behavior Interventions/Serious Mental Illness & R-Moderate Behavior Support/Mental Illness)

Year	K-3		Gr. 4-7		Gr. 8-10		Gr. 11-12	
	#	%	#	%	#	%	#	%
2009-10	9	4	35	*15	36	*16	11	5
2010-11	6	3	29	*14	32	*16	21	10
2011-12	9	5	16	9	35	*20	9	5
2012-13	TBA	TBA	TBA	TBA	TBA	TBA	TBA	TBA

*Percentages are very high during these years – questions of inquiry


ABORIGINAL EDUCATION CENTRE SD No.60 (PRN) BUDGET 2009-2015 (%)

DESCRIPTION	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Staffing (Academic, Wellness & Cultural) (Goal 1-3-EA)	72	69	69	64		
Wellness (Goal 1-EA)	7	3	3	3		
Culture (Goal 2-EA)	5	8	8	6		
Academic Prog. (Goal 3-EA)	11	10	10	14		
Professional Dev	1	1	2	1		
Operational Costs	4	9	8	12		
TOTAL %	100	100	100	100		

Note: Staff responsibilities are often focused on the three EA goals

-We currently have four Aboriginal Education Advisory Council meetings per school year, two of the meetings are focused on budget;

1. Projected budget in May and finalized
2. Finalized and adopted Aboriginal Education Yearly Budget in October
3. Budget is to be presented at each AEAC mtg.
4. 2013-14 AEAC mtg. are to be held every two months Oct., Dec., Feb.,.....

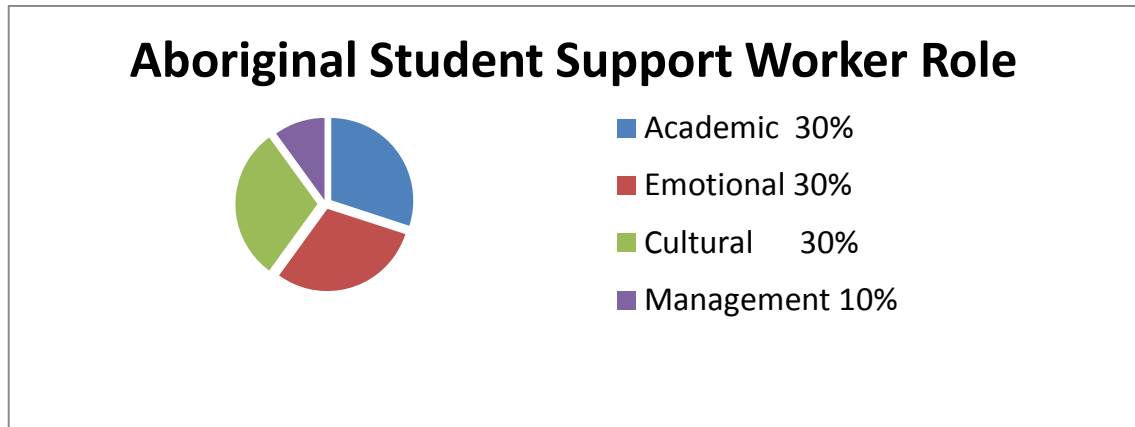


BUDGET

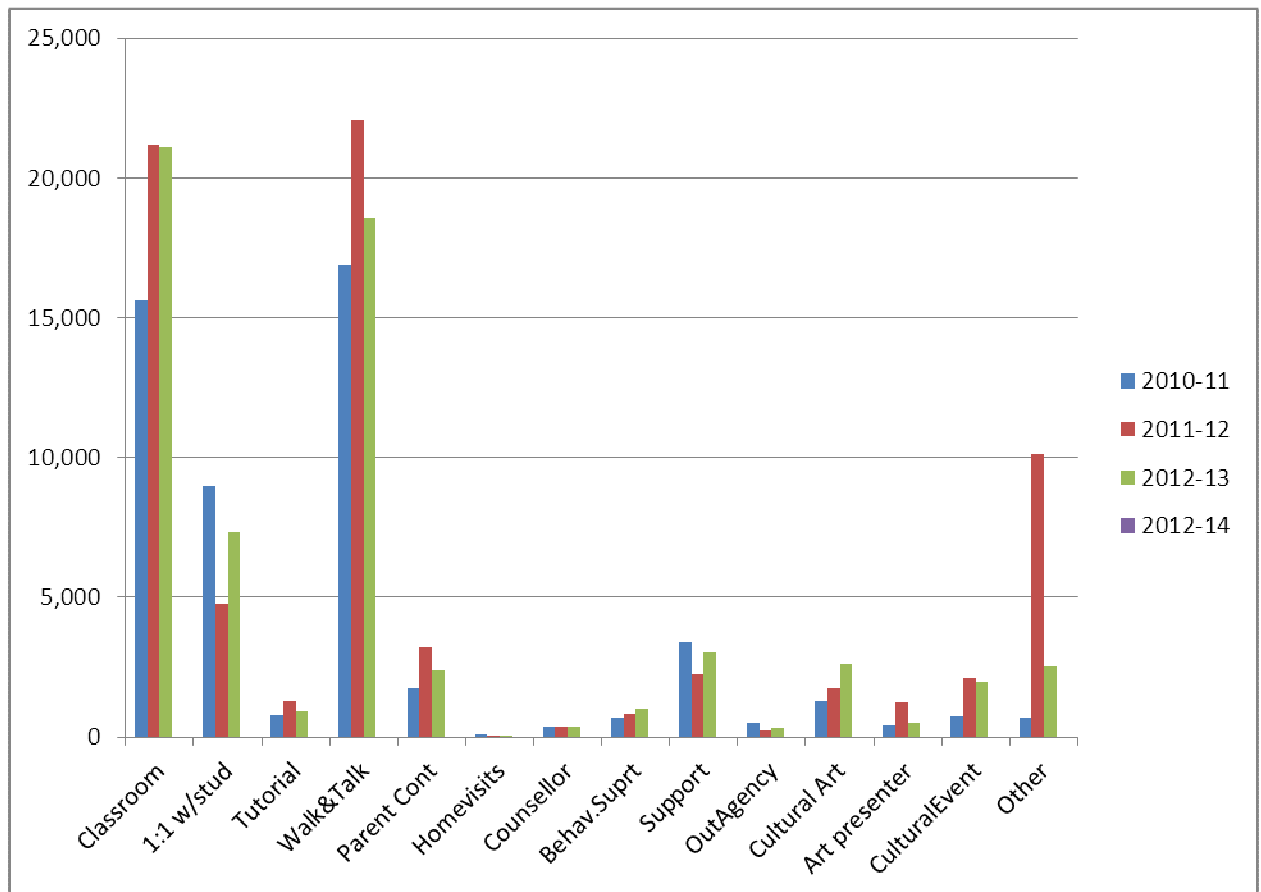
- Transparency
- Fair and equitable
- Administrative & Aboriginal Education Advisory Council involvement
- Clear Guidelines
- Planning

**ABORIGINAL STUDENT SUPPORT WORKERS RESPONSIBILITIES WITH RESPECT TO THE
ENHANCEMENT AGREEMENT (EA)**

Assist with establishing baseline data, provide Information and support, implementation, monitoring and reporting (weekly student checklist)



ABORIGINAL STUDENT SUPPORT WORKER WEEKLY STUDENT CHECKLIST 2010-15



GOAL #1

IMPROVE THE WELLNESS OF ALL ABORIGINAL STUDENTS

Objectives

- Honoring the strength and spirit of all children
- aboriginal students must feel they belong in school
- Acknowledge and respect Aboriginal students who are in emotional pain

Rationale

In healthy Aboriginal cultures, we believe in the strength of the nation and in the strength of individuals. We also believe that the spirit of every individual is sacred and must be treated with the utmost of respect.

When Aboriginal students feel they belong, they attend more, feel better about themselves, and as a result are more successful in school.

When Aboriginal students come to school with 'major' emotional pain, they are unable to function to their fullest potential.

PERFORMANCE INDICATORS:

- **Number of students completing Belonging Survey**
- **Number of students involved with the Aboriginal dance program**
- **Number of students accessing the ASSW program**
- **Student Attendance**
- **Number of counseling referrals, suicide attempts**
- **Number of suspensions and withdrawals**
- **Number of outside agency referrals**
- **Number of students attending workshops**
- **Number of suspensions and Withdrawals
District Achievement Contract**
- **Number of students attending workshops**

GOAL 1 Wellness of Students

1a. ABORIGINAL STUDENT SUPPORT WORKER “ENHANCED SERVICE” PROVIDED TO STUDENTS

1 of 3 EA Goals		2010-11	2011-12	2012-13	2013-14	2014-15
WELLNESS	Walk&Talk	16,903	22,082	18,536		
	Parent Cont	1,751	3,198	2,404		
	Homevisits	85	16	18		
	Counsellor	396	395	375		
	Behav.Suprt	706	836	1,004		
	Support	3,416	2,241	3,022		
	Outside Agency	499	259	343		
	TOTAL	23,756	29,027	25,702		

1b. Aboriginal Dance Program (Students : Preschools : Adults)

#-Number	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Numbers	72:na	85:19:na	101: 10:na	63:10:52		

1c. Number of Aboriginal Students completing belonging survey

	Primary	Intermediate	Middle 7-9	High	TOTAL
2009/10	87	9	78	7	181
2010/11	324	162	103	142	731
2011/12	248	206	163	134	751
2012/13	212	191	188	160	751
2013/14					
2014/15					



SENSE OF BELONGING SURVEY FINDINGS 2012-13

Survey in Appendices Baseline Data: 2010-11

Survey was reviewed by; Aboriginal Student Support Workers, North Peace Senior Secondary Staff, Aboriginal Education Advisory Council, Aboriginal Education Centre Staff.

Primary

General Findings: In every question the responses have gone down – 2009-12 (more understanding of questions could change the results; Increase of bullying & technology could affect outcome of answers; defining culture is hard at this grade level.

Question #1 – I feel safe at school

- Only 64% of students feel safe at school

Question # 2 – I am happy at school

- 60% of students are happy at school- down 7% from last year

Question #3 – I have friends at school

- 68% of students have friends at school- almost the same as last year.

Question #4 – I like the adults at my school

- 10% decrease from 09-10

Question #5 – I try very hard at school

- 11% decrease from 09-10

Question #6 – I am good at reading

- 24% decrease from 09-10

Intermediate

General findings: still 50% of students 2009/13 being teased about appearance; still less than 50% of students feel success – define?; really wonder if kids understand respect; they don't feel successful-successful needs to be defined; gr.4-6 most percentages of answers have gone up.

Question #1 – I feel safe at school

- 15% increase over the years

Question #2 – I feel accepted and welcomed at school for who I am

- 13% increase over the years

Question #3 – Have you ever been teased about your physical appearance

- The number of students being teased is going down from year to year

Question #4 – I feel successful at school

- Need to define what “successful” looks like to them-getting to school on time or at all, passing their school work, making a sports team, etc.

Question #6 – I am treated with respect

- Need to define “respect”

Question #10 – Doing well at school makes me feel good about myself

- Has increased by 12% over the years

Question #24 – I know about Aboriginal culture (culture is a common way of life of a group of people)

- Might need to change the question to “been exposed to” or “have practiced” to get a clearer picture of what students “know” about Aboriginal culture

Middle

Grade 7, 8, 9 (Please note: questions have been changed during the school years because we are looking at a sample group with respect of their in/outside of school supports)

General findings: more than half feel safe, only 5% have been teased-always but 41% sometimes, only 27% feel respected all the time; only 11% feel respected all the time; only 11% feel successful all the time; 97% have steady contact with ASSWs; 43% say learning Native language would not help them in school

Question #5 – I am given the same chances as other students

- The number of students surveyed has decreased by over half from last year; however the percentage of students that feel they are given the same chances as others has increased each year.

Question #8 – I like the students at this school

- 61% said “often” middle school introduced?

Question #12 – I know how to apply what I learn at school to real-life situations

- N/A

Question #16 – I can go to the Aboriginal Student Support Worker when I need to talk or get help

- Of the 75 students surveyed 51% feel they can go to the ASSW when needed

Question #17 – Teachers give me individual attention when I need it

- 51% of students said teachers given them individual attention “often”

Question #24 – I know about Aboriginal culture (culture is a common way of life of a group of people)

- Might need to change the question to “been exposed to” or “have practiced” to get a clearer picture of what students “know” about Aboriginal culture

Question #28 – Are you happy with life outside of school?

- Percentage increase from last year

Middle – Grade 8 - 2011

Question #1 – I feel safe at school

- 51% of students feel safe

Question #3 – Have you ever been teased about how you look

- 4% of students are “always” teased and 48 % are “never” teased

Question #4 – I feel successful at school

- Percentage increase from last year.

Question #6 – I am treated with respect

- 54% of students feel they are treated with respect “often”

Question #13 – I have contact with the Aboriginal Student Support Worker at my school

- Percentage down from last year

Question #22 – Do you think speaking your own Aboriginal language would assist you to be more successful in school?

- 49% say learning Native language would not help them in school

High

(Please note: some questions were omitted in certain years because some survey evaluators thought they were irrelevant)

General Findings: often and always percent's combines are staying fairly consistent year-to-year; good that most answers are positive; numbers seem to be a bit lower-not much of a significant difference; the number of positive responses has decreased btw. 2010/11 and 2012/13; Q.15-not all students know what the ASSW title means, they have had contact with us; number increased that adults sometimes don't understand about their personal problems; are being encouraged to participate more extracurricular; unhappy with their grades question has increased; content with life outside of school (equal); having friends in school increased drastically across the board; students are feeling less safe; majority of students not teased; most students feel they are given the same chances by 85%; students are less happy at school; most students are treated with respect; students are feeling they are getting more

help-maybe due to TSP; friends at school percentage are quite high; less friendly; Q.16-23 numbers are too high of students who feel they cannot go the ASSW; teachers seem to be giving more individual attention; important question-omitted in 2011-12 "Adults are understanding when I have personal problems; some students are finding their school work easier; more than 57% are unhappy with their grades; cultural awareness was boosted in 2010-12; increase of student who want to know their culture; some students don't want more Aboriginal culture in school; student's didn't identify their connection with their language; less are happy with life outside of school; most students are happy with life outside of school; 44% are not confident in math; Attendance-88% appear to often/always attending but may not reflect reality; there is a difference btw. Attending class or attending school 8:30-3:00

Question #14 – Do you have friends in school

- 60% of students report "always" having friends at school

Question #15 – I have contact with the Aboriginal Student Support Worker at my school

- Percentage decreased from last year

Question #18 – Adults at school understand when I have personal problems

- N/A

Question #20 – I am encouraged to participate in extracurricular activities or I have joined school sports

- 71% of students said "no" or are "never" encouraged to participate in extracurricular activities of have joined school sports

Question #23 – Are you happy with your grades

- Only 14% of students are happy with their grades

Question #28 – Are you happy with life outside of school

- 48% of students are "always": happy with life outside of school

Inquiry questions to direct our programs/supports that needed to change/asked next year

1. How many students have jobs, if so how many hours a week?
2. Where are students **not** feeling safe?
3. Would Math Shop help?
4. Why do students feel they cannot get help?
5. What are we doing to help the 28 students who only "sometimes" feel success at school?
6. What supports can we put in place?
7. Culture and language seems to be always/sometimes important at the early years but drops at High school level.
8. Extracurricular activities are not encouraged for our Aboriginal students, is there something we can do?

GOAL #2

ALL STUDENTS WILL HONOUR THE LOCAL ABORIGINAL HISTORIES AND CULTURES

Objectives

- Infuse relevant local Aboriginal content into the curriculum
- Provide support for Aboriginal language
- Inservice teachers on Aboriginal content to be implemented in their classroom
- Work with Alaska Highway Consortium on Teacher Education to include Aboriginal content, awareness and history into their program

Rationale

- The Ministry supports Aboriginal cultural programs
- Promote an Aboriginal language in SD No.60
- Teachers are more willing to include Aboriginal content into their classrooms if they feel they are supported and have relevant knowledge.
- AHCOTE teachers need to have a better understanding of Aboriginal cultures and histories if they are going to work with Aboriginal students

PERFORMANCE INDICATORS:

- **Number of Aboriginal activities and/or lessons implemented in district**
- **Number of requests for teacher use of developed curriculum**
- **Attendance**
- **Evaluation at in-services**
- **Number of kits/resources signed out**
- **Number of students enrolled in BC First Nations 12**
- **Pilot a language class in a rural school that has a large Aboriginal student population**
- **Track attendance at Aboriginal teacher training programs**
- **Track Aboriginal Workshops on Pro-D days**
- **Continue updating our Aboriginal resources library**
- **Track number of Aboriginal curriculum taught AEC staff**

2a. ABORIGINAL STUDENT SUPPORT WORKERS “ENHANCED SERVICE” PROVIDED TO STUDENTS

2 of 3 EA Goals		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
CULTURE	Cultural Art	576	1,302	1,744	2,609		
	Art presenter		402	1,256	532		
	CulturalEvent		732	2,131	1,957		
	Other	50	673	10,107	2,510		
	TOTALS	9,552	52,272	71,482	7,608		
			Baseline				

Events: Art Napoleon-music performance, Earl Lambert-“Making positive Choices”, Margaret Fenton/Christy Fenton – Residential School authors and presenters, Annette Russell-Restorative Justice/Court Mock Day

Other includes but not limited to: Career Fair w/Aboriginal focus, Musicals, Soup & Bannock at Friendship Ctr., Racism presentations, logo contests, Dance performances, Doig Day clean-up, Doig Day w/all Gr.4s, Friendship groups, Girl Power, Potlatch, Healthy Living Day, Story telling, Court Mock Day

2b. Number of requests for teacher use of developed Curriculum - n/a

2c. Evaluation at in-services

Library resources non-existent in 2010-2012 due to move

Our Aboriginal Education Advisory Council continually contributes \$5,000 in our AEC library. We purchased: books, CD’s, technology, DVD’s etc. We are blessed with a wonderful library space in 2012-13!

2d. BC First Nations 12 was offered at NPSS 2009-2013

2e. Pilot a language class in a rural school that has a large Aboriginal student population

2009-10: AEC Funding set aside \$10,000

November 26, 2009 ENHANCEMENT AGREEMENT: **GOAL #2**

“All students will honor the Local Aboriginal Histories and Cultures

OBJECTIVE #2 Provide support for Aboriginal language”

2010-11: AEC Funding set aside \$20,000

- Language Committee formed
- Upper Pine – pilot project was not implemented
- Impasse Language Authority/Union issues

2010/11: Treaty 8 Language Authority was accepted

- Upper Pine – pilot project was not implemented
- Success x 6 – Cree Language Drop-in program
- Sense of Belonging Survey

2011-12: AEC approved \$10,000 for language program, topped by \$4,625 from Treaty 8

- Kim Boettcher – District Principal of Student Learning created a Dane-zaa Unit from the committee's direction of what they thought was important for a K/Gr1 students should know. This Unit will direct Upper Pine Grade K/1 teacher, Tiffany Peterson to implement. The Unit included the curriculum directives, strategies and assessment tools. We provided her with technology support to access First Voices.

2012-13

- Language Program implemented at Upper Pine with the Kindergarten class. Dane-zaa Elders were brought into the classroom for language presentations and a field trip to Doig River First Nation as a year end celebration. Students learned some Dane-zaa words.

2f. Track attendance at Aboriginal teacher training programs-AHCOTE- n/a

2g. Track Aboriginal Workshops on Pro-D/NID days-n/a

2h. Continue updating our Aboriginal resources Library

Our Aboriginal Education Advisory Council continually contributes \$5,000 in our AEC library. We purchased: books, CD's, technology, DVD's etc.

GOAL #3

TO IMPROVE THE ACADEMIC SUCCESS AND GRADUATION RATES OF ALL ABORIGINAL STUDENTS

Objectives

-Improve literacy achievement of
all Aboriginal learners

-Improve numeracy
achievements of all Aboriginal
learners

-Assist Aboriginal students to
become aware of the
educational opportunities
available to them

Rationale

-In order to achieve success for
Aboriginal learners we must
continue to improve their
literacy

-In order to achieve success for
Aboriginal learners we must
continue to improve their
numeracy

-Aboriginal students need to be
made aware of the various
educational choices that are
available to them in order to
make informed decisions about
their program or career planning

PERFORMANCE INDICATORS:

- **Increase Grade 4 and 7 FSA scores and report card grades**
- **Increase English 12 and Communications 12 rates**
- **Track district common assessment**
- **Increase Principles of Math, Essentials of Math and Applications of Math success rate**
- **Number of Aboriginal students involved in programs such as project Heavy Duty, Hairdressing, Chefs course etc.**
- **Number of Aboriginal students involved in Career fairs**
- **Number of Aboriginal students enrolled in English 12 vs. Communication 12**
- **Number of Aboriginal students enrolled in principles of Math vs. Applications of Math**
- **Number of Graduates**
 - Dogwood/Leaving
 - On/ off reserve

ABORIGINAL STUDENT SUPPORT WORKER “ENHANCED SERVICE” PROVIDED TO STUDENTS

3 of 3 EA Goals		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
ACADEMIC	Classroom	5,338	15,620	21,154	21,123		
	1:1 w/stud		8,997	4,776	7,350		
	Tutorial	173	790	1,287	916		
TOTAL			25,407	27,217	29,389		
			Baseline				

3a. Increase Grade 4 and 7 FSA scores and report card grades-HAWD REPORT 2011-12

3b. Track *English 12: Communications 12* Aboriginal student w/assigned final mark

2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
49:29	47:28	39:12			

3c. Track *Math 10 Foundations: Math Apprenticeship & Workplace* Ab. Student #s w/final mark

2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
n/a	30:39	38:53			

3d. Number of Aboriginal students involved in Career Programs:

	2010-11	2011-12	2012-13	2013-14	2014-15
# students	65	-	70		

Avid – Advancement via Individual Determination

University Transfer- Dual Credit

Apprenticeships include: Cook, Equipment Operator, Carpenter, Heavy Duty Technician, Hairdressing, Welding, Wind Turbine, Electrical

Trades Courses at Northern Lights College-

Work Experience- unpaid hours in workplace (up to 40 hrs)

3e. Number of Aboriginal students involved in Career fairs

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
# Students		n/a	n/a	131		

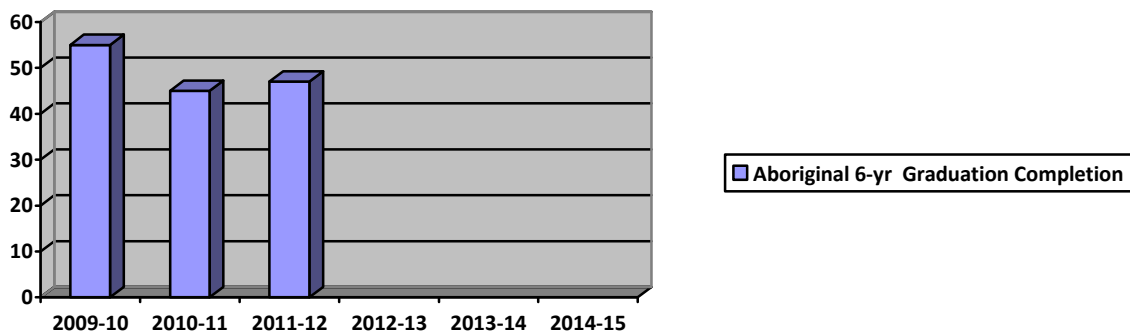
3f. Number of Aboriginal students enrolled in *English 12: Communication 12*

2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
49:29	47:28	39:12			

3g. Number of Aboriginal students enrolled in *Principles of Math vs. Applications of Math*

2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
uk	uk	uk	uk		

SD NO. 60 Aboriginal Graduation Six Year Completion Rate %



3h. BC Certificate of Graduation (Dogwood Diploma) for Aboriginal Students

	Gr. 12 Ab. Stud	# Grads	Ab. Stud Grad.	Non-Ab.Stud
2009-10	123	58	47%	64%
2010-11	110	61	55%	71%
2011-12	83	36	43%	67%
2012-13				

BC School Completion Certificate & BC Adult Graduation Diploma student numbers are masked, meaning they are too low to record. (HAWD Report)

SD No. 60 STUDENTS	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Non-Aboriginal	71%	74	75			
Aboriginal	55%	45	47			
GAP	16	29	28			



EARLY LEARNING INITIATIVES 2010-12

1. **Moe the Mouse™ Curriculum Box** is an innovative early speech and language program. Doing the activities assist children to develop the following skills; speech and language, social language use, comprehension of spoken words, vocabulary, discrimination of BC speech sounds, ability to pronounce speech sounds, knowledge of preposition words (e.g. above, beside), and the ability to express feelings and ideas. –used in two schools
2. **Weekly Elder Cree Teachings** at the FSJ Friendship Ctr.–Poster to be handed out 2010-11
3. Buddy Reading with Duncan Cran and NENAS Headstart

Future Projects

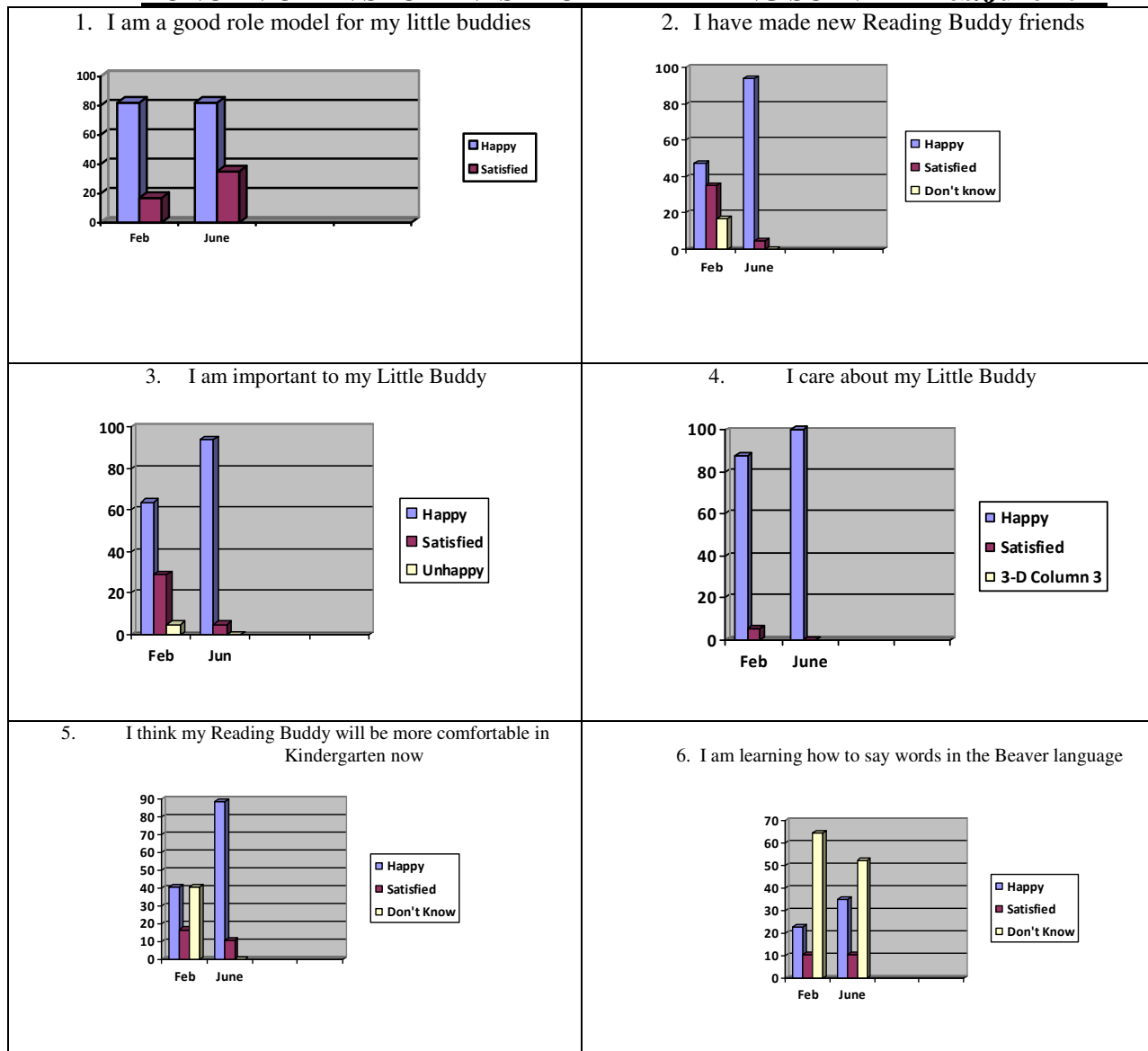
- Roots of Empathy with ASSW participation for 2012-13 –Duncan Cran, Alwin Holland
- Aboriginal Parents as Literacy Supporters (APALS) in one rural school -Taylor

EARLY LEARNING INITIATIVES Aboriginal Enhancement Schools Network
Network of Performance Based Schools

Question: Will implementing a Reading Buddy Program with our local Aboriginal Head Start Preschool, increase a sense of belonging and school connectedness for both groups (Duncan Cran and Headstart) and an increase in a sense of self-esteem and confidence in our primary students?

The Reading Buddy Program was a very positive experience for both primary students and the Head Start students. By our observations we believe that the students in both groups have gained confidence and developed their self—esteem and awareness of each other. What began as apprehension in the interaction between the two groups, eventually transitioned into trust. The children are now looking forward to their little buddies and are asking for them by name.

DUNCAN CRAN STUDENTS “BUDDY READING SURVEY” Feb/June 2011



ACADEMIC ACHIEVEMENT DATA
Aboriginal Enhancement Agreement- School District No. 60
2009-2015 School Year

Grade 4 FOUNDATION SKILLS ASSESSMENT (FSA)

READING	Expected Cnt	Participation	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
Aboriginal Students	#	%	#	%	#	%	#	%	#	%
2009-2010	91	84	15	16	18	20	49	54	9	10
2010-2011	104	88	12	12	14	13	70	67	8	8
2011-2012	74	88	9	12	18	24	54	58	4	5
2012-2013	84	86	12	14	11	13	53	63	8	10
Total/Average	353	87%	48	14%	50	18%	226	61%	29	8%

Writing	Expected Cnt	Participation	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
Aboriginal Students	#	%	#	%	#	%	#	%	#	%
2009-2010	91	84	15	16	3	3	52	57	21	23
2010-2011	104	87	14	13	9	9	65	63	16	15
2011-2012	74	86	10	14	7	9	48	65	29	12
2012-2013	84	86	12	14	1	1	47	56	24	29
Total/Average	353	86%	51	14%	20	6%	212	60%	90	20%

Numeracy	Expected Cnt	Participation	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
Aboriginal Students	#	%	#	%	#	%	#	%	#	%
2009-2010	91	84	15	16	18	20	53	58	5	5
2010-2011	104	87	14	13	24	23	61	59	5	5
2011-2012	74	89	8	11	23	31	40	54	3	4
2012-2013	84	86	12	14	26	31	44	52	2	2
Total/Average	353	87%	49	14%	91	26%	198	56%	15	4%

Note:

(2009-2010) 18% of Aboriginal students in grade 4 did not write these assessments. Perhaps, this might be a focus for inquiry

ACADEMIC ACHIEVEMENT DATA
Aboriginal Enhancement Agreement- School District No. 60
2009-2015 School Year

Grade 7 FOUNDATION SKILLS ASSESSMENT (FSA)

READING COMPREHENSION	Expected Cnt	Participation	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
Aboriginal Students	#	%	#	%	#	%	#	%	#	%
2009-2010	101	75	25	25	26	26	46	46	4	4
2010-2011	97	81	18	19	31	32	44	45	4	4
2011-2012	86	87	11	13	30	35	43	50	2	2
2012-2013	96	89	11	11	29	30	52	54	4	4
Total/Average	380	83%	65	17%	116	31%	185	49%	14	4%

Writing	Expected Cnt	Participation	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
Aboriginal Students	#	%	#	%	#	%	#	%	#	%
2009-2010	101	73	27	27	5	5	56	55	11	13
2010-2011	97	81	18	19	7	7	61	63	11	11
2011-2012	86	87	11	13	11	13	54	63	10	12
2012-2013	96	88	12	13	8	8	60	63	16	17
Total/Average	380	82%	68	18%	31	8%	231	61%	48	13%

Numeracy	Expected Cnt	Participation	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
Aboriginal Students	#	%	#	%	#	%	#	%	#	%
2009-2010	101	72	28	28	34	34	39	39	0	0
2010-2011	97	81	18	19	44	45	33	34	2	2
2011-2012	86	87	11	13	41	48	33	38	1	1
2012-2013	96	90	10	10	38	40	48	50	0	0
Total/Average	380	83%	67	18%	157	42%	153	40%	3	1%

GRADE 10 - HOW ARE WE DOING (HAWD) REPORT

ENGLISH 10

School Yr.	# Students Assigned Final Mark	# Students C-(Pass or Better)	C-(Pass or Better) %	# Students C+ (Good) or Better	C+ (Good) or Better %
09-10	94	81	86	42	45
10-11	69	57	83	28	41
11-12	93	71	76	32	34
12-13	76	62	82	25	33
Total / Average	332	68	82%	32	38%

FOUNDATIONS & PRE-CALCULUS MATH 10

School Yr.	# Students Assigned Final Mark	# students (Pass or Better)	C-(Pass or Better) %	# students C+ (Good) or Better	C+ (Good) or Better %
09-10	na	na	na	na	na
10-11	30	26	87	15	50
11-12	39	29	74	9	23
12-13	26	20	77	12	46
Total / Average	95	25	79%	12	40%

APPRENTICESHIP AND WORKPLACE MATH 10

School Yr.	# Students Assigned Final Mark	# students C-(Pass or Better)	C-(Pass or Better) %	# students C+ (Good) or Better	C+ (Good) or Better %
09-10	na	na	na	na	na
10-11	39	26	67	11	28
11-12	54	38	70	8	15
12-13	62	53	85	16	26
Total / Average	155	39	74%	12	23%

SCIENCE 10

School Yr.	# Students Assigned Final Mark	# students C-(Pass or Better)	C-(Pass or Better) %	# students C+ (Good) or Better	C+ (Good) or Better %
09-10	94	82	87	28	30
10-11	79	62	78	21	27
11-12	83	58	70	24	29
12-13	90	65	72	15	17
Total / Average	346	67	77%	22	26%



IMPLEMENTATION OF THE ENHANCEMENT AGREEMENT

This Enhancement Agreement will be monitored by representatives of School District No. 60 (Peace River North) and the Aboriginal Education Advisory Council. This agreement will be reassessed annually by School District No. 60 (Peace River North) and the Aboriginal Education Advisory Council to ensure targets and strategies remain reasonable and attainable. An Annual Report will be submitted each year to the Aboriginal Education Advisory Council, the Board of School Trustees, the Ministry of Education, Peace River North Teacher Association, as well as the local Aboriginal communities.

APPENDICES

I. “Sense of Belonging Survey Results - p. 31 – 47

II. Challenges - p. 48

III. Acronyms - p. 50

I. Sense Of Belonging Survey - Aboriginal Students SD No.60

		K-3 (Percentages)			
2009-2015		Always	Sometimes	Never	# of Responses
Questions:		😊	😐	☹️	☐
1. I feel safe at school.	2009-10	92%	7	1	55
	2010-11	74	24	2	208
	2011-12	63	35	2	248
	2012-13	64	31	6	212
2. I am happy at school.	2009-10	85	13	2	54
	2010-11	72	25	3	179
	2011-12	67	32	1	248
	2012-13	60	36	4	212
3. I have friends at school.	2009-10	95	5	0	58
	2010-11	87	13	0	166
	2011-12	67	31	2	248
	2012-13	77	22	0	212
4. I like the adults in my school.	2009-10	87	12	2	59
	2010-11	85	15	0	212
	2011-12	73	25	2	248
	2012-13	77	21	1	212
5. I try very hard at school.	2009-10	88	9	3	59
	2010-11	79	19	2	212
	2011-12	75	25	0	248
	2012-13	77	21	1	212
6. I am good at reading. (Note: 2009-2011 includes reading, writing & math)	2009-10	72	26	2	54
	2010-11	68	28	4	206
	2011-12	9	38	53	248
	2012-13	53	46	1	212
7. I am good at writing.	2009-10	Question included in #6			
	2010-11	Question included in #6			
	2011-12	58	40	2	248
	2012-13	53	46	1	212

8. I am good at math.	2009-10	Question included in #6			
	2010-11	Question included in #6			
	2011-12	46	49	5	248
	2012-13	57	39	5	212
9. I like to learn about my culture. (Culture is a common way of life of a group of people.)	2009-10	80	13	7	60
	2010-11	74	21	5	209
	2011-12	64	32	4	248
	2012-13	61	32	7	212
10. When I need help, adults will help me.	2009-10	82	16	2	57
	2010-11	73	25	2	211
	2011-12	55	42	3	248
	2012-13	67	31	2	212

Sense Of Belonging Survey - Aboriginal Students SD No.60 2009-15

Questions:		Intermediate (Gr 4, 5, 6) Percentages				
		Never	Sometimes	Often	Always	Responses
1. I feel safe at school.	2009-10	8	15	29	48	95
	2010-11	1	13	34	52	169
	2011-12	4	14	21	61	206
	2012-13	1	15	21	63	191
2. I feel accepted and welcomed at school for who I am.	2009-10	11	18	24	47	95
	2010-11	3	13	34	50	169
	2011-12	1	20	24	54	206
	2012-13	1	12	27	60	191
3. Have you ever been teased about your physical appearance?	2009-10	45	30	16	9	91
	2010-11	46	35	14	9	169
	2011-12	51	38	6	4	206
	2012-13	54	37	5	3	191
4. I feel successful at school.	2009-10	9	25	39	27	89
	2010-11	5	11	39	45	168
	2011-12	4	15	35	48	206
	2012-13	1	23	39	37	191

		Never	Sometimes	Often	Always	Responses	
5.	I am given the same chances as other students.	2009-10	2	21	39	49	90
		2010-11	4	15	26	55	162
		2011-12	0	18	23	58	206
		2012-13	2	16	31	51	191
6.	I am treated with respect.	2009-10	4	25	36	35	90
		2010-11	2	16	40	42	174
		2011-12	2	13	33	51	206
		2012-13	1	16	35	49	191
7.	Are you happy with life at school?	2009-10	8	23	35	34	89
		2010-11	5	12	28	55	168
		2011-12	2	15	28	56	206
		2012-13	3	10	31	56	191
8.	I like the students at this school.	2009-10	2	28	34	36	92
		2010-11	0	13	42	45	168
		2011-12	0	18	34	48	206
		2012-13	1	19	31	49	191
9.	I like the teachers at this school.	2009-10	2	22	38	38	90
		2010-11	1	8	60	55	168
		2011-12	2	12	27	59	206
		2012-13	1	12	26	62	191
10.	Doing well in school makes me feel good about myself.	2009-10	5	12	22	61	88
		2010-11	1	7	33	59	169
		2011-12	2	6	21	71	206
		2012-13	1	12	26	62	191
11.	I can get extra help when I need it.	2009-10	3	17	34	46	89
		2010-11	4	33	36	27	169
		2011-12	2	21	29	47	206
		2012-13	1	20	29	50	191
12.	I know how to apply what I learn at school to real-life situations.	2009-10	3	24	38	35	90
		2010-11	4	20	36	40	168
		2011-12	N/A				
		2012-13	N/A				

			Never	Sometimes	Often	Always	Responses
13.	School is preparing me for what I want to do after high school.	2009-10	4	20	27	49	89
		2010-11	5	13	32	50	167
		2011-12	N/A				
		2012-13	N/A				
14.	Do you have friends in school?	2009-10	4	5	10	74	81
		2010-11	0	12	16	72	178
		2011-12	1	13	21	66	206
		2012-13	0	11	24	65	191
15.	I have contact with the Aboriginal Student Support Worker at my school.	2009-10	7	11	20	62	89
		2010-11	4	17	22	57	169
		2011-12	0	3	2	201	206
		2012-13	1			99	191
16.	I can go to the Aboriginal Student Support Worker when I need to talk or get help.	2009-10	9	16	24	51	86
		2010-11	9	18	25	48	165
		2011-12	3	17	24	55	206
		2012-13	4	22	22	52	191
17.	Teachers give me individual attention when I need it.	2009-10	7	32	35	26	88
		2010-11	7	37	24	32	169
		2011-12	5	25	33	36	206
		2012-13	2	26	38	35	191
18.	Adults at school are understanding when I have personal problems.	2009-10	7	26	28	39	87
		2010-11	7	24	28	41	170
		2011-12	N/A				
		2012-13	N/A				
19.	Adults at school care about me and listen to me.	2009-10	4	28	31	37	87
		2010-11	2	17	31	50	168
		2011-12	1	20	29	50	206
		2012-13	1	15	34	50	191
20.	I am encouraged to participate in extracurricular activities or joined school sports. (Yes/No) 2012/13 Changed to - I have joined school sports	2009-10	9	14	23	54	87
		2010-11	6	11	28	55	167
		2011-12	50	0	0	0	206
		2012-13	20			80	191

		Never	Sometimes	Often	Always	Responses	
21.	I understand the requirements needed to graduate with a Dogwood Certificate.	2009-10	27	16	20	37	83
		2010-11	48	14	18	20	162
		2011-12	N/A				
		2012-13	N/A				
22.	Do you find your school work difficult?	2009-10	9	53	21	17	89
		2010-11	11	50	27	12	171
		2011-12	12	69	14	6	206
		2012-13	10	60	23	8	191
23.	Are you happy with your grades?	2009-10	12	32	28	28	86
		2010-11	2	14	33	51	169
		2011-12	2	19	30	49	206
		2012-13	3	16	26	55	191
24.	I know about Aboriginal culture (Culture is a common way of life of a group of people).	2009-10	9	31	26	34	87
		2010-11	10	25	24	41	167
		2011-12	1	17	54	29	206
		2012-13	2	16	52	29	191
25.	I would like more Aboriginal culture taught at school.	2009-10	12	29	18	41	87
		2010-11	4	26	26	44	165
		2011-12	2	26	32	40	206
		2012-13	2	28	26	44	191
26.	Do you think learning about Aboriginal culture would assist you to be more successful in school?	2009-10	12	39	23	26	97
		2010-11	9	31	25	35	165
		2011-12	N/A				
		2012-13	N/A				
27.	Do you think speaking your own Aboriginal language would assist you to be more successful in school?	2009-10	37	25	14	24	87
		2010-11	29	27	14	30	165
		2011-12	31	34	17	18	206
		2012-13	31	30	20	18	191
28.	Are you happy with life outside of school?	2009-10	5	17	28	50	87
		2010-11	3	10	25	62	159
		2011-12	2	14	20	64	206
		2012-13	1	6	24	69	191

		Never	Sometimes	Often	Always	Responses
29.	I feel I am on the right track in my life.					
	2009-10	4	15	45	36	85
	2010-11	2	14	32	52	166
	2011-12	N/A				
	2012-13					

30.	Adults and students at this school respect other students who are different than they are.					
	2009-10	5	22	38	35	81
	2010-11	2	13	32	53	161
	2011-12	N/A				
	2012-13	N/A				

31.	I feel confident with my ability to write.					
	2009-10	N/A				
	2010-11	N/A				
	2011-12	1	14	25	59	206
	2012-13	1	13	28	59	191

32.	I feel confident with my ability to read.					
	2009-10	N/A				
	2010-11	N/A				
	2011-12	2	11	19	68	206
	2012-13	2	11	21	66	191

33.	I feel confident with my ability with mathematics.					
	2009-10	N/A				
	2010-11	N/A				
	2011-12	4	24	28	44	206
	2012-13	5	27	29	39	191

34.	Do you attend school regularly?					
	2009-10	4	15	25	56	87
	2010-11	0	7	32	61	170
	2011-12	0	7	29	64	206
	2012-13	0	8	34	58	191

If not why? **Sick (5); Dentist (4); I keep sleeping in (2); At my grandpa's; Because of family issues; Fun; Going somewhere; Don't feel like coming to school**

35. Do you know if you are on a regular, modified academic program? **Regular (20); Do not know (3); No (3)**

36. What do you do when you are not in school?

2011-12 - Play x-box (3); Watch movies (2); Clean; Fish; Go out to dinner; Go to park; Hang out with friends; Hockey; Hunt; Lay in bed; Play with sister; Reading; Writing; Quading

Sense Of Belonging Survey - Aboriginal Students SD No.60

Note: 2012-13 is just Grade 7

2010-2013

Questions:

			Middle School (Gr 7, 8, 9) Percentages				
			Never	Sometimes	Often	Always	Responses
1. I feel safe at school.	2010-11		3	13	34	50	123
	2011-12		6	20	31	43	163
	2012-13		3	11	37	49	75
2. I feel accepted and welcomed at school for who I am.	2010-11		3	21	31	45	118
	2011-12		6	22	30	42	163
	2012-13		0	24	29	47	75
3. Have you ever been teased about how you look?	2010-11		42	34	14	10	118
	2011-12		40	40	14	6	163
	2012-13		61	32	7	0	75
4. I feel successful at school.	2010-11		7	37	33	23	119
	2011-12		9	40	34	17	163
	2012-13		3	24	48	25	75
5. I am given the same chances as other students.	2010-11		24	22	26	28	125
	2011-12		6	21	26	47	163
	2012-13		0	5	39	56	75
6. I am treated with respect.	2010-11		4	23	39	34	123
	2011-12		2	26	46	26	163
	2012-13		1	15	40	44	75
7. Are you happy with life at school?	2010-11		3	27	35	35	122
	2011-12		7	33	39	21	163
	2012-13		3	23	35	40	75
8. I like the students at this school.	2010-11		3	27	39	31	120
	2011-12		6	33	45	16	163
	2012-13		0	16	61	23	75
9. I like the teachers at this school.	2010-11		3	34	30	33	122
	2011-12		7	34	37	22	163
	2012-13		1	24	55	20	75

			Never	Sometimes	Often	Always	Responses
10.	Doing well in school makes me feel good about myself.	2010-11	3	16	28	53	121
		2011-12	3	19	25	53	163
		2012-13	1	16	28	55	75
11.	I can get extra help when I need it.	2010-11	6	30	27	37	122
		2011-12	7	22	35	36	163
		2012-13	1	13	40	45	75
12.	I know how to apply what I learn at school to real-life situations.	2010-11	6	24	43	27	122
		2011-12	N/A				
		2012-13	N/A				
13.	School is preparing me for what I want to do after high school.	2010-11	7	28	33	32	121
		2011-12	N/A				
		2012-13	N/A				
14.	Do you have friends in school?	2010-11	0	6	10	84	122
		2011-12	4	6	28	62	163
		2012-13	0	12	17	71	75
15.	I have contact with the Aboriginal Student Support Worker at my school. 2012/13 changed to - I have met with the ASSW at my school Y=Always N&don't know that person=Never	2010-11	15	25	19	41	123
		2011-12	N/A				
		2012-13	7			93	75
16.	I can go to the Aboriginal Student Support Worker when I need to talk or get help.	2010-11	21	18	20	41	120
		2011-12	9	17	18	56	163
		2012-13	8	12	29	51	75
17.	Teachers give me individual attention when I need it.	2010-11	14	32	33	21	131
		2011-12	12	35	36	17	163
		2012-13	3	28	51	19	75
18.	Adults at school are understanding when I have personal problems.	2010-11	23	31	23	23	119
		2011-12	N/A				
		2012-13	N/A				

			Never	Sometimes	Often	Always	Responses
19.	Adults at school care about me and listen to me.	2010-11	8	35	35	22	120
		2011-12	7	31	36	26	163
		2012-13	0	25	44	31	75
20.	I am encouraged to participate in extracurricular activities. Including Sports. (Yes/No) Changed 2012-13 I have joined school sports	2010-11	9	33	30	28	120
		2011-12	53			47	163
		2012-13	49			51	75
21.	I understand the requirements needed to graduate with a Dogwood Certificate.	2010-11	32	24	23	21	120
		2011-12	N/A				
		2012-13	N/A				
22.	Do you find your school work difficult?	2010-11	6	50	31	13	124
		2011-12	6	52	29	13	163
		2012-13	7	65	24	4	75
23.	Are you happy with your grades?	2010-11	15	36	30	19	124
		2011-12	14	43	27	16	163
		2012-13	3	27	45	25	75
24.	I know about Aboriginal culture (Culture is a common way of life of a group of people).	2010-11	15	39	24	22	119
		2011-12	6	31	41	22	163
		2012-13	7	36	45	12	75
25.	I would like more Aboriginal culture taught at school.	2010-11	15	30	20	35	120
		2011-12	14	34	24	28	163
		2012-13	9	41	21	28	75
26.	Do you think learning about Aboriginal culture would assist you to be more successful in school?	2010-11	17	37	25	21	120
		2011-12	N/A				
		2012-13	N/A				
27.	Do you think speaking your own Aboriginal language would assist you to be more successful in school?	2010-11	41	30	10	19	122
		2011-12	52	25	9	14	163
		2012-13	48	32	13	7	75
28.	Are you happy with life outside of school?	2010-11	2	16	27	55	120
		2011-12	5	25	31	39	163
		2012-13	0	11	33	56	75

			Never	Sometimes	Often	Always	Responses
29.	I feel I am on the right track in my life.	2010-11	4	22	39	35	117
		2011-12	N/A				
		2012-13	N/A				
30.	Adults and students at this school respect other students who are different than they are.	2010-11	5	35	33	27	120
		2011-12	N/A				
		2012-13	N/A				
31.	I feel confident with my ability to write.	2010-11	N/A				
		2011-12	6	24	34	36	163
		2012-13	0	8	43	49	75
32.	I feel confident with my ability to read.	2010-11	N/A				
		2011-12	7	18	25	50	163
		2012-13	1	4	27	68	75
33.	I feel confident with my ability with mathematics	2010-11	N/A				
		2011-12	17	36	27	20	163
		2012-13	7	31	43	20	75
34.	Do you attend school regularly?	2010-11	3	10	30	57	122
		2011-12	4	7	36	53	163
		2012-13	0	1	44	55	75

If not, Why?

35. Cause school's gay as s***; Don't really like this school or the teachers; I skip because school is depressing and worthless; I don't care; Just because (2); Not enough sleep; Sometimes I am sick (2); Sports; Stuff at home; Can't say.
36. When you have problems at school or in your life outside of school, how many people do you have that will support you? 1-3 people (11); 4-6 people (10); 7-10 people (9); 11+ people (7)
37. Who do you go to when thing are falling apart? Friends (18); Parents (8); No one (7) Other (3); Aunt/Uncle (1); Siblings (0); School Staff (0); Minister (0); Counsellor (0)
38. Who do you look up to and why do you look up to them? My Mom (3); My Brother; No one (2)
39. Do you have an elder in you life? Yes (7); No (1); Grandma & Grandpa (20); Grandma (1); Great Grandparents (1); Great Grandpa: (1);
40. What adults do you think respect you? Janet (3); My parents (2); Majority of them (2); My mom (2); All of the adults; Family; I don't know; My stepdad; My stepmom; Mr. Page; Parents; Some teachers; Sometimes family

41. What is the most important thing you've learned in your life? **Be yourself; How to ride my horse; I don't know; Not sure; That my culture is important to me and I need to do more things about my culture; To laugh at the terrible things; To live my life how I want; To move on**

42. What kind of activities do you do outside of school? **Quading/Dirt biking (20); Video games (21); Swimming (13); Basketball (10); Horseback Riding (10); Baseball (9); Paintballing (9); Snowmobiling (9); Soccer (9); Art activities (6); Cultural activities (6); Volleyball (6); Hockey (6); Bike; (5); Music lessons (5); Bowling (4); Skating/Speed Skating(4); Skateboarding (4); Golfing (4); Jazz/Tap/Ballet/Dance (3); Lacrosse (2); Skiing (2); Cadets (2); Church (2); Pathfinders (1); Karate/Taekwondo (1); Go to Johnny's; Go to Michael's; Hang out with friends; Hang out with best friends; hunt; Play sports; Play street hockey; Homework; work**

43. Do you know if you are on a regular, modified academic program? **I don't know (10); Not sure (4); Regular (10); No (9); Yes (5); Adapted (2); I am not either; No, I do not because they made me change classes and they all hate me; When teachers are constantly nagging me**

43. If you could change anything at school to make you more successful, what would it be? **I don't know; I have no idea what to do; Less stupid people; More help (2); New principal (2); Nothing; Study more; That I don't miss so much school and to do better; To pay more attention; To write more; Everything; Less pointless things taught; The sports; Have Johnny in my class; I think I would put myself in math class and be in Mrs. Wagner's class.**

Sense Of Belonging Survey - Aboriginal Students SD No.60

2010-2015

Questions:

			High School (Gr 10, 11, 12) Percentages %				
			Never	Sometimes	Often	Always	Responses
1.	I feel safe at school.	2010-11	4	10	17	69	155
		2011-12	6	12	33	49	134
		2012-13	1	9	26	64	160
2.	I feel accepted and welcomed at school for who I am.	2010-11	6	10	30	54	145
		2011-12	6	12	33	49	134
		2012-13	4	11	31	54	160
3.	Have you ever been teased about how you look?	2010-11	42	39	10	9	145
		2011-12	43	47	5	5	134
		2012-13	54	34	9	3	160
4.	I feel successful at school.	2010-11	8	32	40	20	145
		2011-12	7	28	52	13	134
		2012-13	3	38	41	18	160
5.	I am given the same chances as other students.	2010-11	6	15	30	49	145
		2011-12	1	14	34	51	134
		2012-13	3	14	28	56	160

		Never	Sometimes	Often	Always	Responses
6. I am treated with respect.	2010-11	6	17	32	45	145
	2011-12	4	13	43	40	134
	2012-13	1	17	43	39	160
7. Are you happy with life at school?	2010-11	8	23	37	32	145
	2011-12	4	21	48	27	134
	2012-13	1	28	45	26	160
8. I like the students at this school.	2010-11	7	29	40	24	145
	2011-12	5	29	49	17	134
	2012-13	5	36	42	18	160
9. I like the teachers at this school.	2010-11	6	27	45	22	145
	2011-12	4	27	49	20	134
	2012-13	7	24	46	23	160
10. Doing well in school makes me feel good about myself.	2010-11	5	13	30	52	145
	2011-12	2	19	30	49	134
	2012-13	2	13	26	59	160
11. I can get extra help when I need it.	2010-11	6	32	40	22	145
	2011-12	2	26	35	37	134
	2012-13	3	21	35	41	160
12. I know how to apply what I learn at school to real-life situations.	2010-11	6	23	45	26	145
	2011-12	N/A				
	2012-13	N/A				
13. School is preparing me for what I want to do after high school.	2010-11	10	30	26	34	145
	2011-12	N/A				
	2012-13	N/A				
14. Do you have friends in school?	2010-11	4	6	17	73	145
	2011-12	1	11	19	69	134
	2012-13	2	9	29	60	160
15. I have contact with the Aboriginal Student Support Worker at my school. 2012/13 changed to - I have met with the ASSW at my school Y=Always N&don't know that person=Never	2010-11	14	25	22	39	145
	2011-12	7	12	0	81	134
	2012-13	25			74	160

			Never	Sometimes	Often	Always	Responses
16.	I can go to the Aboriginal Student Support Worker when I need to talk or get help.	2010-11	14	20	17	49	145
		2011-12	19	12	16	53	134
		2012-13	18	15	18	49	160
17.	Teachers give me individual attention when I need it.	2010-11	8	42	28	22	145
		2011-12	8	34	42	16	134
		2012-13	8	26	41	26	160
18.	Adults at school are understanding when I have personal problems.	2010-11	17	32	33	18	141
		2011-12	N/A				
		2012-13	N/A				
19.	Adults at school care about me and listen to me.	2010-11	11	34	33	22	143
		2011-12	6	29	46	19	134
		2012-13	6	27	43	25	160
20.	I am encouraged to participate in extracurricular activities or I have joined school sports. (Yes/No)	2010-11	14	32	32	22	142
		2011-12	63	0	0	37	134
		2012-13	71			29	160
21.	I understand the requirements needed to graduate with a Dogwood Certificate.	2010-11	19	17	32	32	143
		2011-12	N/A				
		2012-13	N/A				
22.	Do you find your school work difficult?	2010-11	9	50	28	13	141
		2011-12	5	65	21	9	134
		2012-13	8	64	20	8	160
23.	Are you happy with your grades?	2010-11	25	29	29	17	143
		2011-12	17	40	34	9	134
		2012-13	13	34	38	14	160
24.	I know about Aboriginal culture (Culture is a common way of life of a group of people.)	2010-11	14	34	30	22	142
		2011-12	3	13	55	29	134
		2012-13	12	23	49	26	160
25.	I would like more Aboriginal culture taught at school.	2010-11	8	39	27	26	142
		2011-12	13	33	31	23	134
		2012-13	10	38	29	23	160

			Never	Sometimes	Often	Always	Responses
26.	Do you think learning about Aboriginal culture would assist you to be more successful in school?	2010-11	18	44	17	21	142
		2011-12	N/A				
		2012-13	N/A				
27.	Do you think speaking your own Aboriginal language would assist you to be more successful in school?	2010-11	50	28	9	13	143
		2011-12	53	34	8	5	134
		2012-13	60	21	10	9	160
28.	Are you happy with life outside of school?	2010-11	3	13	38	46	144
		2011-12	4	17	38	41	134
		2012-13	3	14	34	48	160
29.	I feel I am on the right track in my life.	2010-11	6	28	31	35	143
		2011-12	N/A				
		2012-13	N/A				
30.	Adults and students at this school respect other students who are different than they are.	2010-11	7	28	38	27	143
		2011-12	N/A				
		2012-13	N/A				
31.	I feel confident with my ability to write.	2010-11	N/A				
		2011-12	4	16	31	49	134
		2012-13	3	14	31	53	160
32.	I feel confident with my ability to read.	2010-11	N/A				
		2011-12	4	16	19	61	134
		2012-13	3	13	24	61	160
33.	I feel confident with my ability with mathematics.	2010-11	N/A				
		2011-12	19	25	34	22	134
		2012-13	13	29	38	21	160
34. A	Do you attend school regularly?	2010-11	4	13	27	56	142
		2011-12	2	10	34	54	134
		2012-13	1	8	33	59	160

B If not, Why?

Ill or sick (2); Because I feel like it; Because school sucks; Because I have more important thing to do in my life outside of school; Bills to pay; Miss the bus; Some people I just don't like.

35. Do you know if you are on a regular, modified academic program?
Regular (43); Adapted/Modified (28); No (33); Do not know (12); Yes (13)
36. What do you do when your not in school?
My business; Work (42); Family life; Stay at home; Homework(15); Hockey; Hunting; Biking (22); Hang out w/family or friends (37); Quading (6); Dirt biking; Snowboarding (2); Camping; Wave boarding; Video games/ TV (12); Workout (8); Read/Write (8);Sleep (4); Play music (6);Rodeo (4); Party (2); Smoke Weed (2); Everything (3); Nothing; Raise a child.
37. If you could change anything at school to make you more successful, what would it be?
New principal (2); The teachers (5) ; No drama; Attend more regularly (10); Get more one on one time(18); Be able to focus better; Nothing (38); A place to hang out besides the cafeteria and the library; I don't know (15); Less school work (19); Benches back (7); Less students (3); Expand course selection (13); Everything good (5); Anything (2); Not procrastinate (2); Better grades (4); Own habbits (5); more sport facilities; smoke; not socialize; no computers; Anarchy; respect; the colour; time and length of lunch; teach cree; more supports; able to adapt schedule; survey; changing burocratic rules; get more friends; beat everyone up.

II. CHALLENGES

2009-10

Some of the challenges School District No.60 and the Aboriginal communities face in the education of Aboriginal students include:

- How do we keep the ‘spirit and intent’ of this Enhancement Agreement alive from community needs, to this document, to the classrooms, and ultimately to the students?
- How do we embed this document into SD#60?
- Respect the diversity amongst our Aboriginal communities can be complicated
- The educational system recognizing the emotional pain of many, not all, of the Aboriginal students live with, and its’ impact upon their ability to be successful in school
- Identifying early support, recognizing many of the Aboriginal children are not prepared for school, consequently needing a special learning environment
- Educating from a holistic perspective

2010-11

- Aboriginal students start k-4 basically on par (with appropriate ‘in-school’ assistance
- There is a definite ‘gap’ by Grade 7
- By Gr. 10 10-20+% behind and over 50% do not complete courses that are examinable (Eng 10/Math10/Sc10)
- By Gr. 12 Grad rate is approximately 50%
- “Steady” drop out rate between Gr. 10-12
- Grades have been dropping in most courses with Math being very obvious
- Aboriginal students are 21% of the students in the district though
 - 35% of all Learning Disability students are Aboriginal
 - 50% of all Behavioral Disabilities students are Aboriginal
 - (we need to question why this is the case)

2011-12

- On reserve students are not succeeding at the same rate as our off-reserve Aboriginal students and both cohorts are not on par with Non-aboriginal students, we need to separate data

2012-13

II. Challenges concerning our Aboriginal Program – We need to investigate

1. Aboriginal Education Advisory Council concerns:
 - a. Want more culture imbedded into the system (promotes a sense-of-belonging but does this work with a curriculum driven education system) – language, effects on AEC staff
 - b. Reserve students data separated from Non-reserve (Are we meeting the needs of our First Nation on-reserve students?)
 - c. Suspensions/withdrawals of students occurring without prior knowledge/warnings
 - d. ASSW program – half our budget
 - e. Modified or adapted programs process is very unclear to our Aboriginal students and parents
 - f. Aboriginal students graduating with less than a Dogwood are minimal
 - g. Federal Education Funding is limited with respect to upgrading to enter into a post-secondary program. Our Aboriginal students are graduating with lower academic success than their peers.

There seems to be a parental assumption that if your child graduates they are capable to access all post-secondary opportunities

2. Enhancement Agreement (5 yr. living document)
 - a. EA is our Aboriginal Program's Accountability Contract
 - b. Aboriginal Education wants EAs to be student-focused and data-driven. Einstein, *"Not everything that can be counted counts and not everything that counts can be counted."*
 - c. Is very heavily community driven but lacks teachers and administrators buy-in; They often ask, "What is it about?" - consequently difficult to imbed in our school system, Vice-Principal needs to make an Administration presentation, scheduled for August, 2013
3. Data Gathering for EA from:
 - a. Attendance, withdrawals, suspension rates, Dogwood completion, Trades, Dual credit program stats, Status on-reserve students compared to other Aboriginal still a concern
 - b. ASSWs Student Weekly Checklists are time consuming but a very good baseline data process
 - c. How Are We Doing Reports are at least one year/two years behind. Is there some way we could have the Ministry do a generic template of districts Aboriginal data- specifically for each school district and EA annual reports. This would save a lot of time for "Aboriginal Reporting" and make reporting more consistent.
 - d. How many students are in our Career Programs; trades, university transfer, dual-credit, work experience and how many are succeeding in the former programs?

III. ACRONYMS

ABORIGINAL Education Advisory Council	AEAC
Aboriginal Education Centre	AEC
Aboriginal Education Vice-Principal	AEVP
Aboriginal Student Support Worker	ASSW
Peace River North	PRN
Peace River North Teacher's Association	PRNTA
School District No. 60	SD No. 60
School District No. 60 – School Board	Board
Aboriginal Reading Intervention Program	ARIP
School Improvement Plans	SIP's
Administrative Officers	AO
Alaska Highway Consortium on Teacher Education	AHCOTE