


ABORIGINAL EDUCATION ANNUAL REPORT

January, 2022



School District 8
Kootenay Lake



We acknowledge, respect and honour the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District #8.

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EXECUTIVE SUMMARY

School District 8, Kootenay Lake *acknowledges, respects and honours the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District 8.* The District believes that an equity-centered, relevant, and engaging learning experience is necessary to maximize the success of Aboriginal learners. Truth and Reconciliation through equity and inclusion are principles that are fundamental to the positive learning experiences of every student. Equity is the foundation for improving student achievement and is central to each learner's experience and engagement.

All students must have the opportunity to develop and fulfill their individual potential. In 2022, the Aboriginal Committee of Education (ACE) and the District will collaboratively draft and implement the third Aboriginal Education Enhancement Agreement (AEEA) to prioritize this objective. Ongoing consultations between SD8 and Aboriginal partners will result in the AEEA, which is based upon mutual values of reciprocated respect and consensus building, focused on the goals and strategies that lead toward academic and personal success for all district Aboriginal learners. The previous Enhancement Agreement expired in June 2019.

Targeted Aboriginal Education Funding, which is provided to SD8 by the Ministry of Education, is spent on enhancing Aboriginal Education programs and services for Aboriginal learners. Such funding is not used to replace other funded programs, such as Inclusive Education Services or English Language Learning (ELL), nor is it used to deliver the provincial curriculum. Instead, with guidance from ACE, the District allocates this funding and oversees the interests of all Aboriginal learners to increase pathways to graduation. Targeted Aboriginal Education Funding, based on 879 full time equivalent (FTE) students for 2021-2022, is shown in Chart 1 in the Funding and Budget Summary of this report.

The impact of the COVID-19 pandemic influenced how the District, in collaboration with the ACE, supported Aboriginal student success during the 2020-2021 school year. Due to provincial restrictions on gatherings and events, cultural opportunities were limited but the District was able to offer many opportunities via Zoom. These proved to be well attended, meaningful, and authentic learning for all. In addition, individual Continuity of Learning Plans were designed for all Lower Kootenay Band students. The District also worked to support technology to families on reserve who needed additional internet support.

In 2021-2022, the Board looks forward to drafting and finalizing a Local Education Agreement with Lower Kootenay Band.

ACTION ITEMS

To address the continued achievement improvements, the following action items will be prioritized during the 2021-2022 school year.

The District will:

- Develop an Aboriginal Education Enhancement Agreement involving Aboriginal voices of students, communities, and staff through a consultative process.
- Develop a mutually agreed upon Local Education Agreement (LEA) between Lower Kootenay Band and the Board of Education.
- Coordinate the District Aboriginal Committee of Education to increase guidance from Nation Partners, students, and staff on all Aboriginal Education topics in SD8.
- Develop monthly Aboriginal blog posts to improve communication, highlight the awesome, and better inform students and families about educational programs and services.
- Monitor the monthly ABED system of accountability to ensure that each school is supporting the success of Aboriginal learners, as presented in each School Learning Plan.
- Complete District Academic Reviews dedicated to improving the completion rates of Aboriginal learners through monitoring and individualizing grade 12 graduation plans.
- Co-lead the District Indigenous Professional Development Day with the District Pro-D Committee, to support learning about cultural sensitivity, Truth and Reconciliation, and the impact of colonialism in Canada.
- Host monthly Connections Culture Camp opportunities for students and staff to engage with and learn from community role models, Elders, and Knowledge Keepers.
- Lead district wide opportunities for Metis Awareness Month in partnership with the West Kootenay Metis Association.
- Continue the SD8 District Pow Wow and Pow Wow teachings to provide an opportunity for students District-wide to appreciate and celebrate Aboriginal diversity.
- Continue to offer District Aboriginal Education scholarships to all high schools.
- Continue to individualize supports through an equity focused lens.
- Support schools and school Aboriginal Education staff to develop Action Plans for supplemental supports.
- Support Aboriginal Education staff to grow capacity and cultural knowledge.
- Continue Aboriginal graduation ceremony as part of the SD8 Pow Wow series.
- Support early literacy initiatives such as gifting of early reading books to self-identified kindergarten students.

- Grow District Resource Library and facilitate district-wide lending of resources.
- Grow Nation Partnerships through initiatives such as Fish in Schools (FINS), professional development, Culture Camp, etc.
- Continue partnerships with Selkirk College to grow professional development series through District ABED book clubs.
- Continue the KAIROS Blanket Exercise lessons in the District to foster truth, understanding, respect and reconciliation among Indigenous and non-Indigenous people.
- Monitor and organize Aboriginal Education staffing needs in alignment with district projections.
- Develop strategies to address racism and Truth and Reconciliation, as well as strategies to acknowledge the diversity of Indigenous Peoples and learners.
- Highlight National and Local Aboriginal initiatives district-wide including National Day of Truth and Reconciliation, Rock your Mocs, Orange Shirt Day, Moosehide Campaign, National Indigenous Peoples Day, etc.
- Grow transition supports between secondary students and Selkirk College and College of the Rockies to assist students with role models, program options, and Q & A opportunities with college staff
- Lead the “Indigenous Learning Series”, monthly with the Board of Education





INTRODUCTION

Accommodation of Aboriginal culture and identity should be regarded as a core responsibility of public institutions rather than as a special project to be undertaken after other obligations are met. As summarized in the *Report of the Royal Commission on Aboriginal Peoples* (1996), educational institutions have a pivotal role in transforming the relationship between Aboriginal peoples and Canadian society.

Therefore, the District supports the provision of the most supportive learning environment for all District Aboriginal learners. The District supports equitable access to education for all Aboriginal learners, while honouring the diversity that each learner contributes to society.

The District provides public education to approximately 5,000 students, of which just under 1000 are of self-identified Aboriginal ancestry. District residents live in the territories of Nation Partners and district residents are in the communities of Nelson, Salmo, Creston, Kaslo, Crawford Bay, Slocan Valley and other surrounding rural communities.

Linking student achievement to literacy, numeracy, inclusion and Indigenization results in the creation of educated citizens in alignment with SD8 Kootenay Lake's Strategic Plan. The District's vision is:

“To Focus.Learn.Excel”

Through the educational experience, the enactment of this vision enables Aboriginal learners to not only receive a graduation certificate but to also become resilient and engaged citizens with positive life outcomes. It ensures that learners can succeed personally and academically, regardless of background, identity, or personal circumstances.

All learners must have the opportunity to develop and fulfill their individual potential. The District supports the provision of the most responsive learning environment for all Aboriginal learners, and it supports equitable access to education for those learners, while honouring the diversity that each one contributes to society.

Through a review of the District's use of Targeted Aboriginal Education Funding and the associated educational achievement outcomes, this report summarizes progress on the District's commitment to growing pathways to graduation for all self-identified Aboriginal students.

District Strategic Priorities

As outlined in SD8's Strategic Plan, the District's vision of ensuring success for all students in a nurturing environment includes a learning goal of Indigenization for all and an alignment of the First Peoples Principles of Learning. Aboriginal Education is part of the District's core responsibility to ensure that Aboriginal students cross the stage with dignity, purpose, and opportunities.

Aboriginal Education Enhancement Agreement (AEEA)

From 2014-2019, the Aboriginal Committee of Education (ACE) and the District collaboratively implemented the second Aboriginal Education Enhancement Agreement.

As part of the Enhancement Agreement story of SD8, the ABED department committed to community consultations in the 2018-2019 school year. A draft Reconciliation Policy was created from these consultations, as an alternative to an AEEA. This policy drafted was not accepted by all Nation Partners and so did not pass final board approval. During 2021-2022, next steps for either a Reconciliation Framework or an Enhancement Agreement were drafted.

In 2022, the consultation process for the third Agreement will resume with a goal of completion of a renewed AEEA in spring 2022. This AEEA, ongoing consultations between SD8 and its Aboriginal partners, will continue to be based upon mutual values of reciprocated respect and consensus building and is focused on the goals and strategies that lead toward academic and personal success for all Aboriginal learners in the District. Included in this process will be a student survey to amplify Aboriginal student voice.

Aboriginal Education Department Goals

In alignment with the District Strategic Plan and the goals of the 2014-2019 Enhancement Agreement, the Aboriginal Education Department has four goals which are used to guide programming for the use of targeted funds. As part of all schools annual ABED Action Plans, these goals determine programming for the school year. These department goals were collaboratively created with all staff from the ABED department. Goal #4 is new for the 2021-2022 school year.

1. Grow equitable academic support in literacy and numeracy through land-based learning.
2. Provide opportunities for students to share their individual stories: "The truth about stories, is that is all we are" T. King.

3. Truth before Reconciliation: Deepen relationships with Traditional Territories + Metis Nation.
4. Celebrating wholistic Indigenous resilience and brilliance.

POLICY AND GOVERNANCE

As outlined in the *School Act*, all school-age residents are entitled to enrol in the District's schools. The District's mission as an educational entity is summarized in the preamble to the *School Act*:

...it is the goal of a democratic society to ensure that all its members receive an education that enables them to become literate, personally fulfilled and publicly useful, thereby increasing the strength and contributions to the health and stability of that society;

...the purpose of the British Columbia school system is to enable all learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.

Therefore, as a District, we are guided by the following:

With a system-wide focus on intellectual, human and social, and career development our schools have a strong focus on academic success with a foundation of literacy, numeracy, and transitions. We support learners from pre-Kindergarten through to post-secondary, providing multiple pathways and a focus for all learners. All learners are welcome and supported in a variety of ways. We ensure that all learners have access to educational programs to be successful through our:

- Compassionate, highly professional staff,
- Responsive learning environments,
- Safe and welcoming schools,
- Inclusion team,
- Distance education program, and
- Ability to offer voice, choice, and flexibility.





Aligned to the Ministry of Education’s Diversity in BC Schools Framework, SD8 provides conditions that foster success for all students. These conditions include:

- Equitable access to and equitable participation in quality education for Aboriginal learners;
- District and school cultures that value diversity and respond to the diverse social and cultural needs of the communities that the District serves;
- School cultures that promote understanding of others and respect for all;
- Learning and working environments that are safe, welcoming and free from discrimination, harassment and violence;
- Decision-making processes that give a voice to all members of the school community; and
- Policies and practices that promote fair and equitable treatment of all learners.

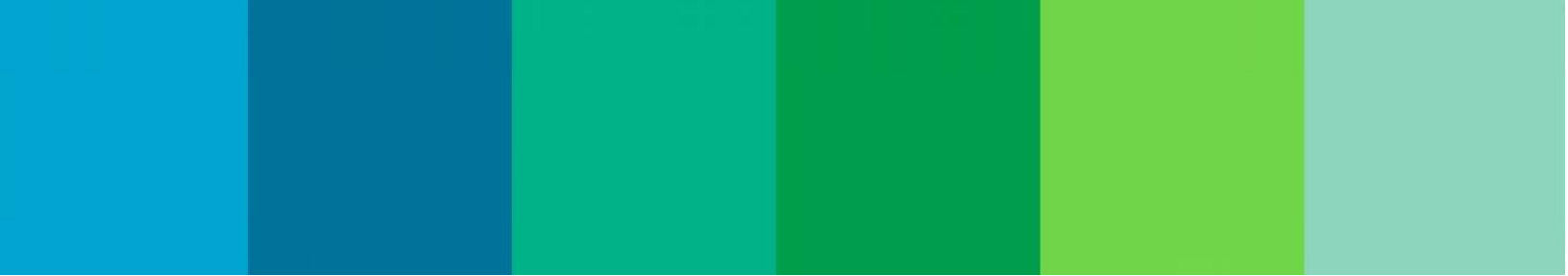
In accordance and alignment with the stated priorities of the Ministry’s Aboriginal Education Branch, the District recognizes that its learners are its future.

Therefore, the District strives to:

- Improve the success of Aboriginal learners;
- Support all students in their learning about Aboriginal peoples; and
- Assist teachers in their efforts to bring Aboriginal knowledge into their teaching practice.

Several guiding documents drive Aboriginal education in the District and create a framework of action for Aboriginal student success:

- School Act
- Ministry of Education Indigenous Education in British Columbia
- United Nations Declaration on the Rights of Indigenous Peoples
- B.C.’s Implementation of the UN Declaration
- Truth and Reconciliation Commission of Canada: Calls to Action
- Missing and Murdered Indigenous Women and Girls: Calls to Justice
- An Audit of the Education of Aboriginal Students in the B.C. Public School System
- BC Tripartite Education Agreement: Supporting First Nation Student Success (2018)
- BC Teachers’ Council: Professional Standards for BC Educators
- Aboriginal Education Enhancement Agreement
- School District 8 Framework for Enhanced Student Learning



FUNDING AND BUDGET SUMMARY

To support access to equitable educational outcomes, the Ministry of Education provides Targeted Aboriginal Education Funding. School-age students who self-identify as being of Aboriginal ancestry and who participate in Aboriginal education programs and services offered by public schools are eligible for such funding. Application of these funds requires the collaboration of the District and the local Aboriginal communities and families to develop and deliver education programs and services that integrate academic achievement and Aboriginal culture and/or language.

Targeted funding provided to the District is spent on the provision of Aboriginal education programs and services to Aboriginal learners. The delivery and outcomes of these programs and services are reported out annually to the ACE. These funds are not used to replace other funded programs, such as Inclusive Education Services or English Language Learning (ELL), nor are they used to deliver provincial curriculum. Instead, they are used to supplement student programming for the purpose of equitable educational outcomes for Aboriginal learners. In 2021-2022, the provincial government increased the targeted funding amount to school districts from \$1,565 per self-identified student.

Targeted Aboriginal Education Funding based on 879 FTE (an increase of approximately 60 students) for 2021-2022 is shown in Chart 1.

Chart 1. Targeted Aboriginal Education Funding for 2021-2022 (as of Oct. 5, 2021)

Total Funding Available			1,375,635
Expenses:			
Staffing			1,183,579
Cultural & Academic Support	School Flex Funds, Equity Funds, District supplies,		80,000
District Operating Expenses	Travel, District gifts, Orange		24,100
Pro-D	BCED Music Conference		3,000
AbEd District Meetings	District Team Meetings, Partner		12,500
Student Events & Supports	Pow Wow, Grad Honouring, Culture Camp, Reconciliation		46,500
Reconciliation Goals	Staff Elder Circles, Resources, Kindergarten		14,700
			-
Total Budgeted Expenditures			1,364,379
Contingency	131-51310	-	11,256
Total Budget			1,375,635

STAFF AND STAFF DEVELOPMENT

Accountability to meet the Ministry of Education’s targeted funding requirements for programs and services requires the allocation of staffing resources in schools. These resources address the requirements and provision of services. In 2021-2022, 86% of the targeted funds from the ABED budget, go directly into staffing. Staffing increases one-on-one supports for students and supports a culture of Indigenization at all school sites.

This aligns to the following Truth and Reconciliation Commission (TRC) of Canada: Calls to Action:

- 63(ii) Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history
- 63(iv) Identifying teacher-training needs relating to the above.



Staffing

In 2021-2022, the District Aboriginal Education Department is overseen by the Director of Instruction - Equity and Inclusion and is facilitated by the District Principal of Aboriginal Education.

The District Principal of Aboriginal Education reports on the work and supervises ABED staff who implement the ABED department goals and supplemental student supports. The District Principal facilitates Nation Partner relationships, the development of the LEA, the process of and the AEEA. The District Principal facilitates and leads Aboriginal Professional Development district wide. The District Principal - Aboriginal Education ensures good governance by communicating the work of the ACE, establishing meeting agendas, developing budget reports, and ensuring the meetings function according to established guidelines and protocols. The District Principal supports all ABED staff to continually build capacity with school ABED leadership and student supports.



The District Aboriginal Education Department is supported by:

- One 1.0 FTE District Principal - Aboriginal Education
- One 1.0 FTE District Indigenization Coordinator
- Ten 1.0 FTE Aboriginal Academic Success Teachers
 - Depending on size of school, FTE is determined by needs
 - A goal of the ABED department staffing process is to build consistency in staffing in schools
- Three Aboriginal Youth Worker and Family Liaisons, full-time
- Two Aboriginal Education Assistants, part-time

This staffing structure is designed to:

1. Support student success;
2. Provide programs and services to all self-identified learners aligned with Ministry of Education compliance procedures; and
3. Provide programs and services that support the direction given in the BC Tripartite Education Agreement (BCTEA).


Staffing is funded through a combination of Targeted Aboriginal Education funds and district operating funds. For example, the District Principal position is funded through District funds. All other staffing is funded through Targeted Aboriginal Education funds.

Staff Development

The district has Equity hiring in place for KLTF positions and school leader positions. At this time, we do not have equity hiring in place for CUPE. Historically, the District has struggled to fill/retain these positions with people who have such ancestry and who possess local knowledge of the communities.

Support staff, such as Aboriginal Education Workers, often bring a wealth of cultural knowledge and Aboriginal ways of knowing and learning to their students. Likewise, the Aboriginal Academic Success Teachers, also bring in cultural knowledge alongside their specialized teacher/scholastic experience. Together, our district is gifted with knowledge keepers of diverse backgrounds who excel in specialized supports for students. Each school carries a unique culture based on the expertise of the building and the needs of students, communities, and families.

In the past few years, the ABED department has unified with the ABED staff, in terms of consistency of positions and co-supervision between the District Principal of ABED and school-based principals. The ABED staff come together as a staff team 3-4 times / year to share resources, grow shared learning, and support each other with self-care



and a strong, collaborative circle. For the past two years, Dr. Christopher Horsethief has joined the team in the spring to share Ktunaxa language and cultural teachings. Additionally, each year the Metis Nation also comes to share Metis knowledge and local contacts. During winter, an honouring and gifting ceremony for all ABED staff is also celebrated to honour the deep commitment and hard work of the team.

As capacity with staffing continues to grow, student supports and achievement will follow in an upward trend.

Professional Development Day - Indigenous Focus

Through the BC Tripartite Education Agreement 2018 (BCTEA), all school districts are to designate one professional development day annually to have an Indigenous focus. For the 2020-2021 school year, the District provided Indigenous focused professional development on April 19, 2021. This included keynote speaker Chief Dr. Robert Joseph, the Ambassador for Reconciliation Canada and a former member of the National Assembly of First Nations Elders Council. We also hosted Monique Gray Smith, Knowledge Keepers from Nation Partners, and leaders on Indigenization from our own school district.

At our District Professional development day on September 24, 2021, we hosted Honourable Murray Sinclair, former Senator and First Nations lawyer who served as chairman of the Indian Residential Schools Truth and Reconciliation Commission from 2009 to 2015. We started the day with an opening from Nasookin Louie of Lower Kootenay Band.

For the 2021-2022 school year, we will be hosting the Indigenization professional development day on April 25, 2022. The keynote addresses will be from Dr. Kevin Lamoureux, the Educational Lead for the National Centre for Truth and Reconciliation in Winnipeg and co-author of *Ensouling Our Schools*, and Elder Robert Louie Sr., who will be sharing the Ktunaxa creation story. In addition, we will have a variety of workshops as well as Indigenization across a variety of subject areas.

Throughout the year, the Aboriginal Education Department supported teachers with resources to embed Aboriginal content in the curriculum. In many cases, the Aboriginal staff were guest presenters in classrooms, and they modelled lessons that teachers could repeat in the future.

The department also provided professional development sessions, augmented by an online resource bank of lessons.

COMMUNITY COLLABORATION

Key Priorities

Ministry of Education Aboriginal Branch

Targeted Aboriginal Education Funding requires the collaboration of the District and the local Aboriginal communities to develop and deliver Aboriginal education programs and services that integrate academic achievement and Aboriginal culture or language or both. The District Principal participates in regular provincial Indigenous Leads meetings to stay current on provincial trends, leadership, and initiatives.

Truth and Reconciliation Commission (TRC) of Canada: Calls to Action

We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples.

Framework for Enhancing Student Learning (FESL)

We continue to engage Indigenous communities and Nation Partners through the Aboriginal Committee of Education (ACE), inviting voices to the table to support Indigenous student success and offer guidance to the district ABED department and Board. During 2020-2021, we held individualized council meetings in an effort to increase Nation Partner voice. In 2021-2022, the ACE has invited all Nation Partners to the table, a return to the original model of ACE and the Terms of Reference outlined in Board 100 policies.

We continue to focus on equity, diversity, inclusion and Indigenization through all professional development and events. For example, the Aboriginal department held cultural learning events including Metis Awareness Month, Residential School Awareness and district wide acknowledgement of Orange Shirt Day, Moosehide Campaign and lessons on Missing and Murdered Indigenous Women and Girls (MMIWG), a district wide Reconciliation Run inspired by local Chief Jason Louie's teachings: "to walk with long strides - to take big steps", a Cultural Camp with traditional and contemporary Indigenous teachings and a virtual week long Pow Wow with over 11,000 participants.

Aboriginal Education Enhancement Agreement

In November 2021, initial consultations for the third Enhancement Agreement started with the Aboriginal Committee of Education (ACE). In January 2022, consultations with Aboriginal students, families, and communities will resume. This will occur over zoom due to the continued constraints related to COVID-19 and will be a fun and engaging process for families. This data will be reviewed at the February and April ACE meetings and a final draft will be ready for Spring 2022.

Aboriginal Council of Education (ACE)

Membership

- District Principal of Aboriginal Education
- 2 Trustees
- 1 Principal or Vice Principal
- 2 KLTF representative
- 1 CUPE representative
- 1 Representative from each Nation: Ktunaxa - Lower Kootenay Band, Sinixt (Lakes), Syilx (Okanagan), Secwepemc (Shuswap), and Metis Nation
- Elders and/or Knowledge Keepers
- 2 Aboriginal Education Students
- District Indigenization Coordinator

Terms of Reference

- Chaired by District Principal of Aboriginal Education.
- Meets four times annually.
- Makes recommendations to District staff and the Board.

Mandate

To provide support, guidance, and wisdom between Aboriginal communities and the District.

Values

Our Aboriginal Committee of Education (ACE) believes in:

- Honouring partnerships with Sinixt (Arrow Lakes), the Syilx (Okanagan), the Ktunaxa, and the Secwepemc (Shuswap) peoples;
- Honoring partnerships with the Metis Nation;
- Making “Our children our focus” - the ACE will focus our discussion on the educational needs of our students, not on political issues;
- Protecting the integrity and accountability of targeted funding for Aboriginal Education;
- Sharing Aboriginal worldviews;
- Sharing responsibility in providing quality education for our children and families;
- Respecting and honouring the cultural diversity with the Aboriginal community;
- Working together in the spirit of cooperation ensuring a safe, respectful environment for voices to be heard

Responsibilities

ACE will work in partnership with School District 8 Kootenay Lake to:

- Support the District Aboriginal Education team
- Support and provide feedback for the revision and renewal of our Enhancement Agreement and/or next steps forward
- Identify needs and gaps in services for Aboriginal students
- Provide general advice and direction around Aboriginal Education
- Support the development of localized resources
- Attend graduation ceremonies and other district events and contribute to the visible presence within the school district

Local Education Agreements

Local Education Agreements (LEAs) are an important mechanism to increase accountability and to promote and achieve effective working relationships between First Nations and local boards of education, enabling them to collaborate in supporting First Nation learners. The LEA between Lower Kootenay Band and the Board of Education expired June 30, 2020. Upon a joint decision-making process between the district and the LKB, an extension to the LEA was granted for 1 year.

The Board and LKB will collaborate into the fall of 2021 to develop a new LEA. We look forward to a celebration of completion of this important partnership in the spring of 2022.

EQUITY AND INCLUSION

Key Priorities and Goals

Guiding Documents

- School Act
- Ministry of Education Aboriginal Education Branch
- BC Auditor General's Report on Aboriginal Education
- The United Nations Declaration on the Rights of Indigenous People
- Truth and Reconciliation Commission (TRC): Calls to Action

Truth and Reconciliation Commission (TRC) of Canada: Calls to Action

- 7. We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.
- 10(i) ...close identified educational achievement gaps within one generation.
- 10(ii) Improving education attainment levels and success rates.

District Learning Plan

- Honour the First Peoples Principles of Learning (FPPL) and honour Aboriginal worldviews and perspectives.

Key Equity and Inclusion Projects

According to the Organisation for Economic Co-operation and Development (OECD) *Education Policy Analysis* (2003), there are four basic equality practices that should be applied to educational policy and practice:

According to the OECD *Education Policy Analysis* (2003), there are four basic equality practices that should be applied to educational policy and practice:

1. Equity of access or equality of opportunity;
2. Equity in terms of learning environment or equality of means;
3. Equity in production or equality of achievement (or results); and
4. Equity in using the results of education.

This section outlines key projects in which the District is invested to address equity and inclusion.

Equity in Action Project: learning forward

The Equity in Action project was implemented in a partnership between SD8 and the Ministry of Education. Equity in Action's student success framework addresses equity and inclusion for Aboriginal learners. Equity and inclusion are reflected in all areas of the plan and through sustainable staffing resources, community collaboration, cultural enhancement, reconciliation and awareness, academic enhancement, and social-emotional enhancement.

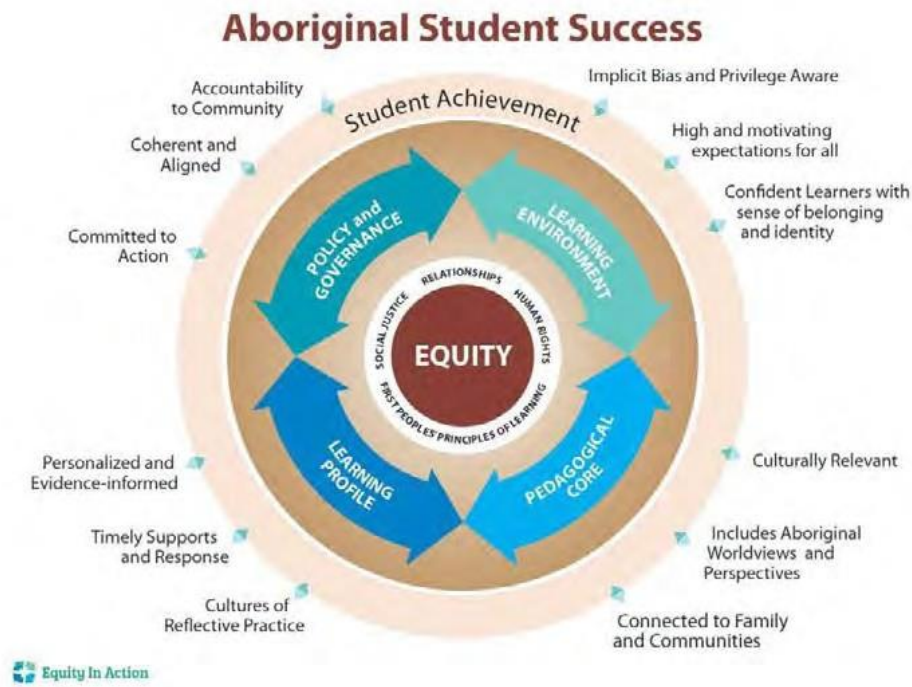



Figure 1. Aboriginal Student Success. Equity in Action, 2016.

During 2020-2021, the Equity in Action project team reviewed the following data from the Equity Scan project:

Respondents: The dominant voice in the data was teachers at 53%. Next, administrators and CUPE staff. Then, community, students and trustees. What does this information tell us? We need to continue to reach out to community and students to hear from them! But, we also reached a large amount of our staff, which is awesome!

Trustees: The data from trustees suggested that they felt strongly and positively about the policies set in place within our district, including the 2014-2019 AEEA, equity hiring, targeted funds, the hiring of a District Principal of ABED and restructuring the ABED department. 66% of Trustee respondents said they were unsure whether issues of implicit bias/racism were affecting Indigenous learners. This data suggests we need to continue a conversation across the district regarding implicit bias, racism, privilege, and power.



Administrators: Here is some concrete feedback shared by administrators: Overall, administrators believe we have a strong connection to families and communities. “Entrance of school includes Metis flag, display case includes artifacts, resources and evidence of student learning that reflects Indigenous themes. Aboriginal Education Success teacher attends all school events to ensure she is visible and program opportunities are promoted. Student work that reflects Indigenous perspectives is also made visible. Information in school newsletters and on website.” In contrast, this administrator stated: “I don't feel that all families and communities are made to feel welcome in all of our schools across the district. There exists some inherent historical biases towards indigenous students/peoples as the mindset of fitting into the system is alive and well with some individuals in the district. Hopefully, in time, this will change as everyone has different rates of moving to change.” These multiple perspectives highlight that administration feel as though we are doing good work in the district to move towards equity, and we still have a ways to move forward together.

Community: From data gathered from Community members about inclusivity, the themes in the data showed overall, feelings of welcomeness in learning environments. There are also general feelings of positivity towards professionals, but an understanding that there is still forward movement and growth to be made. In addition, the data tells us that families/community are not adequately informed about academic student success, and how we support Indigenous learners.

Students: Although students only represented a small percentage of respondents, their feedback was loud and clear. They require more individualized supports, and more opportunities for feedback regarding their curriculum. Students vocalized that teachers/mentors who they could reliably communicate with (ie, “someone who we could email or text a problem or question”) as well as safe spaces (“ie, the LA room or Ab Ed room”) would support them if they were to get behind in their classes. 100% of student respondents expressed very little to no opportunities for feedback regarding ‘what they’ve been taught’ and ‘how they’ve been taught’. In addition to the supports outlined above, half (50%) of students expressed that they did not feel as though issues of implicit bias/racism were being addressed in their learning environments. This data might reflect that all respondents did not feel as though they had feedback opportunities to reflect upon their curriculum - perhaps if they had opportunities to reflect on their curriculum, these issues of implicit bias and racism could also be addressed?

Next Steps: What else is being done to move toward Equity for Indigenous Students in SD8? At all high schools, individualized 3-year Grad Plans are supported by the Aboriginal Academic Success Teachers. This collaborative opportunity with school counsellors/admin is an opportunity for the planning of supplemental students supports for Aboriginal Education students. As well, the Senior district team is meeting with school teams to discuss individual grad plans for this school year. Aboriginal Education staff monitors as best as possible with students and teachers, trying to build in

academic supports individually and proactively. Students can access tutoring from the Aboriginal Education equity fund, if needed. Some schools are moving toward Aboriginal Education collaboration with school teams on both FSA's and school assessments, to include more academic support which is data driven.

Practices: Building relationships with community. Indigenous perspectives, First Peoples' Principles of Learning and Aboriginal Ways of Knowing and Being are being implemented in classrooms across the district. Students are sharing the Territory Acknowledgement in assemblies and events across the district. Data shows that our completion rates and graduation rates are on the rise. Staff across the district are open to learning and engaging in this process to ensure Indigenous achievement and success.

This is a reminder that Reconciliation is a shared journey. There is a lot of work to do and this will take time. Academically, the Aboriginal Education department is focusing on academic supports and individual monitoring, in partnership with school teams. We want to continue to structure academic interventions earlier to close the achievement gap. Partnerships with school teams will be essential in this work. We will all need to have patience as we continue this journey together, and as our collective understanding grows.

EDUCATIONAL ACHIEVEMENT OUTCOMES

One of the main sources the District uses to track data on the outcomes for Aboriginal learners is the Aboriginal How Are We Doing Report (AHAWD). In some cases, the report also compares Aboriginal results with ALL students. The District has been undergoing the disaggregation of that data to compare Aboriginal students with non-Aboriginal students to get a better understanding of outcomes. The data in this report allows the District to identify historical trends to better plan how to address inequities of outcomes moving forward.

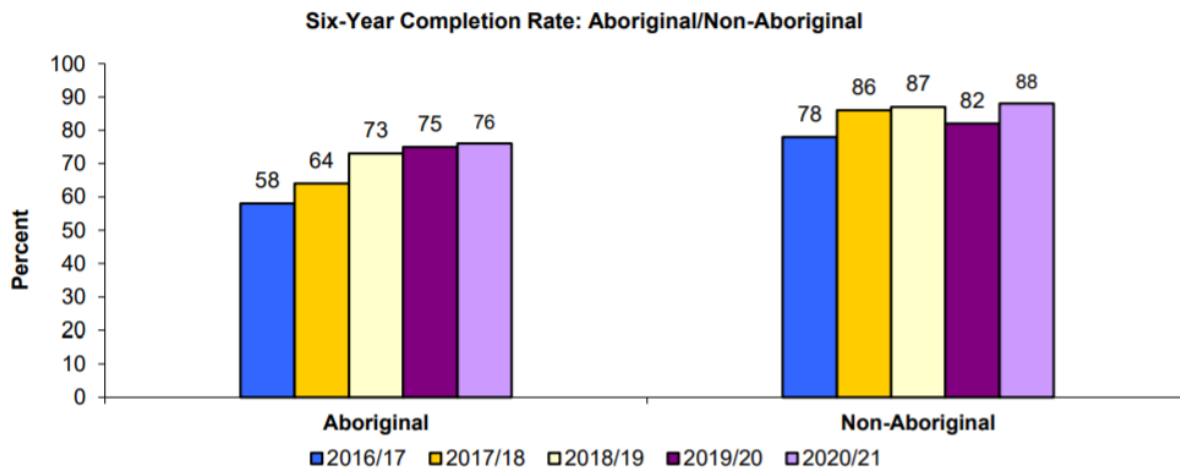


School Completion Rates

One measure of success within the District is the six-year completion rate. In 2020-2021, the District had a seventy-six percent (76%) six-year completion rate for Aboriginal learners as compared to eighty-eight percent (88%) for non-Aboriginal students. This reflects a twelve percent (12%) completion gap between Aboriginal and non-Aboriginal students in the 2020-2021 school year (see below). An important note is to also recognize that 5 years past, the Aboriginal completion rate was 58%, a startling 18% lower than 2021!

SIX-YEAR COMPLETION RATE*

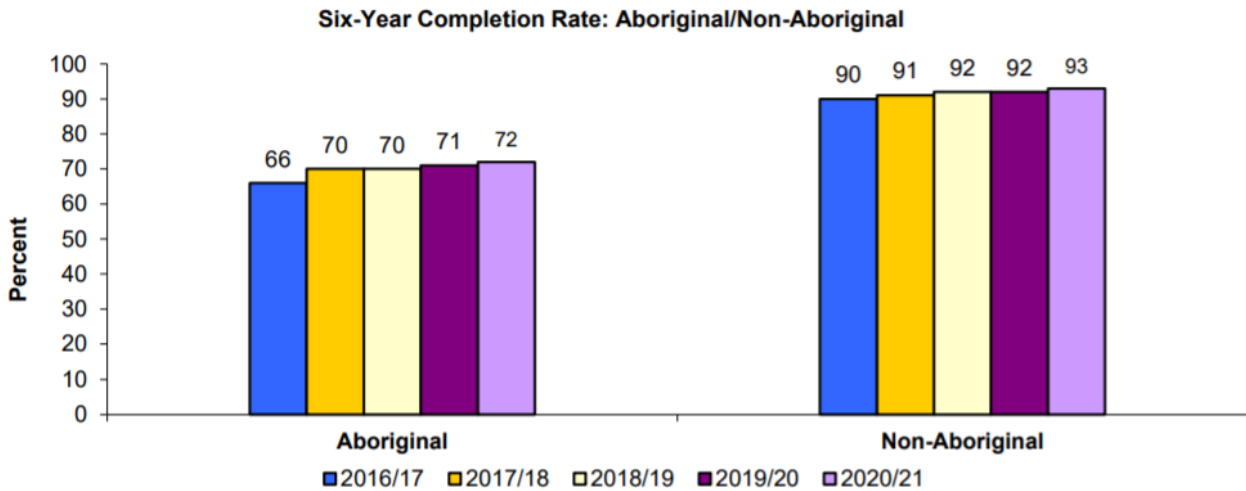
School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2016/17	58	49	67	78	79	78
2017/18	64	70	59	86	90	83
2018/19	73	75	70	87	90	84
2019/20	75	78	71	82	86	79
2020/21	76	70	79	88	86	90



The provincial (public schools) six-year completion rate for 2020-2021 was seventy-two percent (72%) for Aboriginal learners as compared to ninety-three percent (93%) for non-Aboriginal students. A twenty-one percent (21%) completion gap (see below).

SIX-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2016/17	66	69	63	90	92	88
2017/18	70	73	66	91	93	89
2018/19	70	72	67	92	94	89
2019/20	71	74	68	92	94	90
2020/21	72	75	70	93	95	91



Reading, Writing, and Numeracy Achievements

The 2020-2021 provincial Foundation Skills Assessment (FSA) demonstrates elementary students' achievement in three foundational skills: reading, writing and numeracy. The FSA is one assessment tool used to indicate student progress. A look at the available data is used to indicate historical trends to indicate where a deeper dive into the data might be made through district assessments to identify potential inequities and future strategic supports. For this report, the average scaled score from FSA results was used to indicate the historical trend in achievement for Aboriginal students compared to non-Aboriginal students. The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending.

SD8 Reading Comprehension - Grade 4

GRADE 4: ABORIGINAL

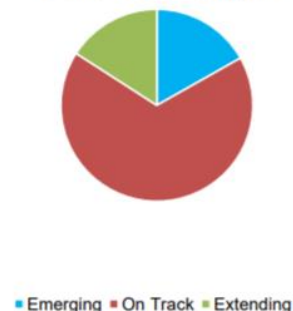
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	49	77	Msk	Msk	25	51	Msk	Msk
			Emerging		On Track		Extending	
2017/18	82	81	Msk	Msk	48	59	Msk	Msk
2018/19	77	82	Msk	Msk	38	49	Msk	Msk
2019/20	53	77	Msk	Msk	33	62	Msk	Msk
2020/21	34	61	Msk	Msk	19	56	Msk	Msk

Grade 4: Aboriginal

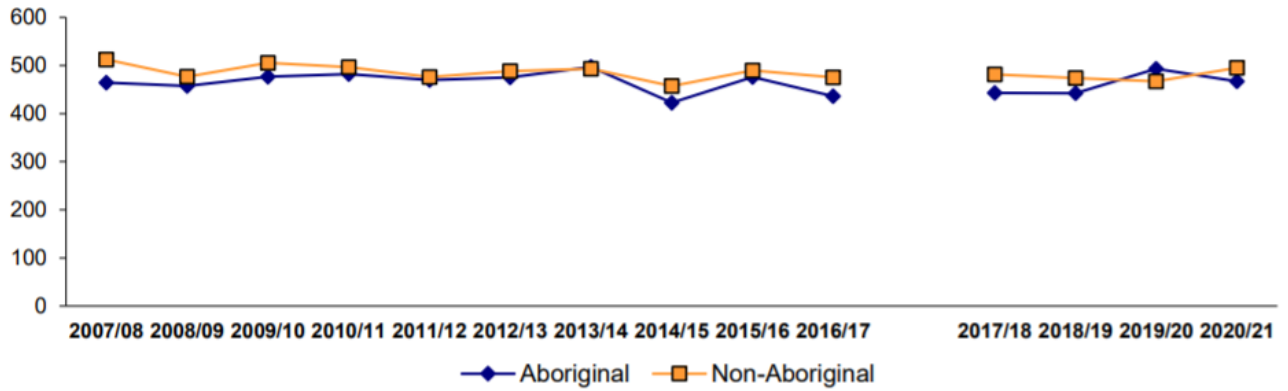
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	258	79	54	21	174	67	30	12
			Emerging		On Track		Extending	
2017/18	230	86	50	22	143	62	37	16
2018/19	230	79	62	27	140	61	28	12
2019/20	226	85	57	25	145	64	24	11
2020/21	220	71	37	17	148	67	35	16

Grade 4: Non-Aboriginal

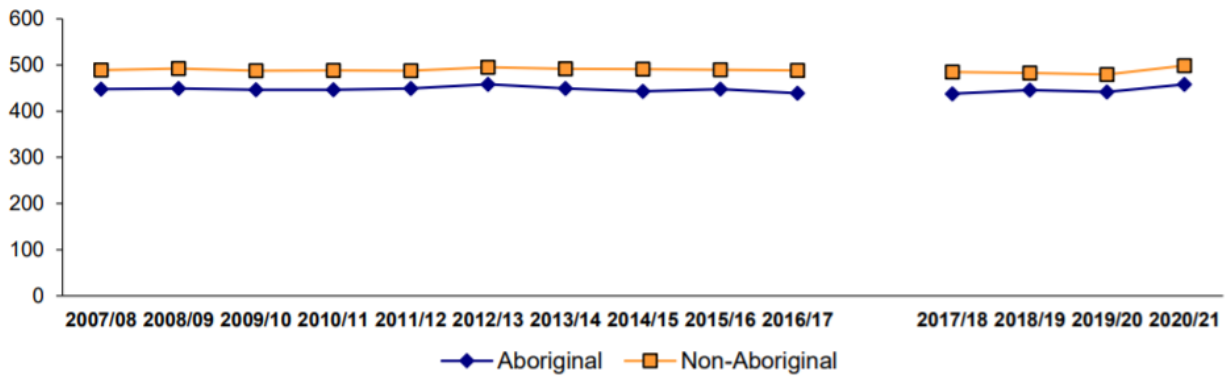


Average FSA Scaled Score - Grade 4 Reading



Provincial Reading - Grade 4

Average FSA Scaled Score - Grade 4 Reading



SD8 Reading - Grade 7

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	71	80	Msk	Msk	35	49	Msk	Msk
			Emerging		On Track		Extending	
2017/18	80	85	Msk	Msk	50	63	Msk	Msk
2018/19	84	85	Msk	Msk	52	62	Msk	Msk
2019/20	88	86	Msk	Msk	58	66	Msk	Msk
2020/21	73	72	24	33	49	67	0	0

Grade 7: Aboriginal



Emerging On Track Extending

GRADE 7: NON-ABORIGINAL

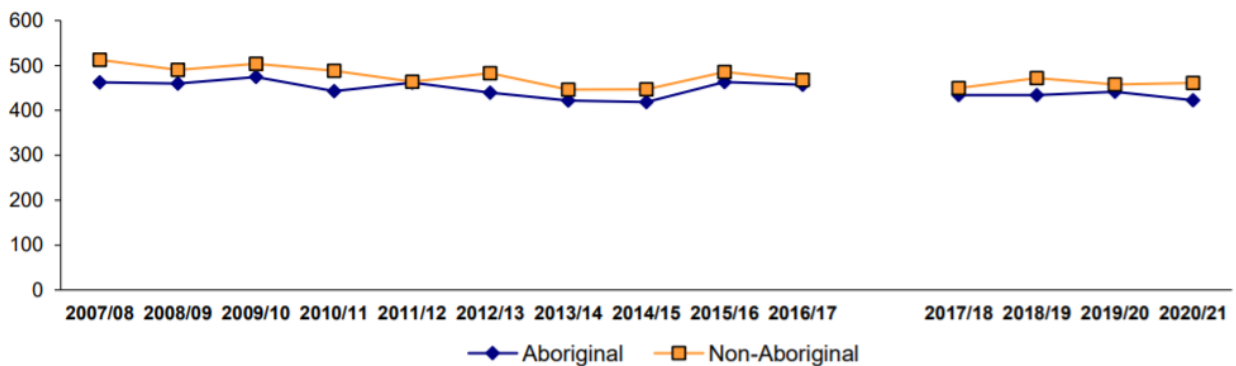
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	206	79	75	36	109	53	22	11
			Emerging		On Track		Extending	
2017/18	192	82	Msk	Msk	129	67	Msk	Msk
2018/19	232	81	45	19	176	76	11	5
2019/20	239	82	Msk	Msk	165	69	Msk	Msk
2020/21	218	76	46	21	172	79	0	0

Grade 7: Non-Aboriginal



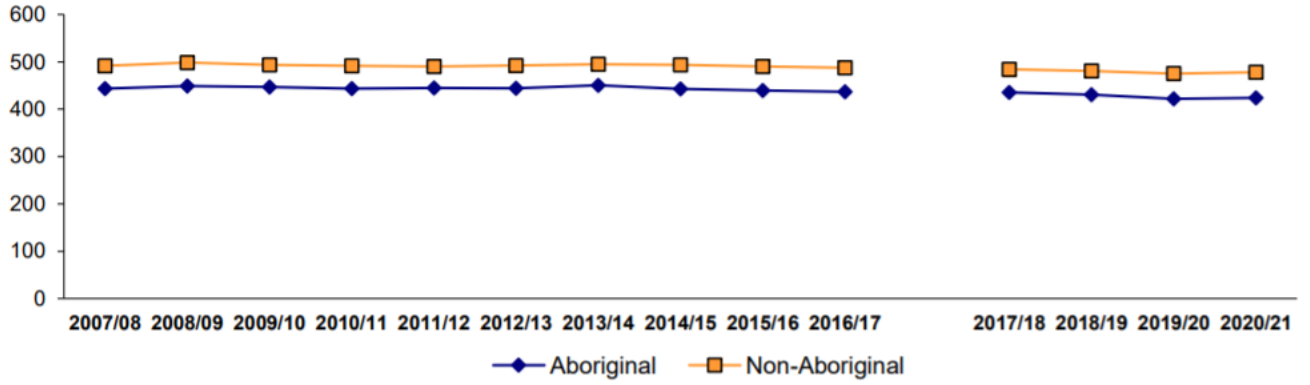
Emerging On Track Extending

Average FSA Scaled Score - Grade 7 Reading



Provincial Reading - Grade 7

Average FSA Scaled Score - Grade 7 Reading



SD8 Writing - Grade 4

GRADE 4: ABORIGINAL

Grade 4: Aboriginal

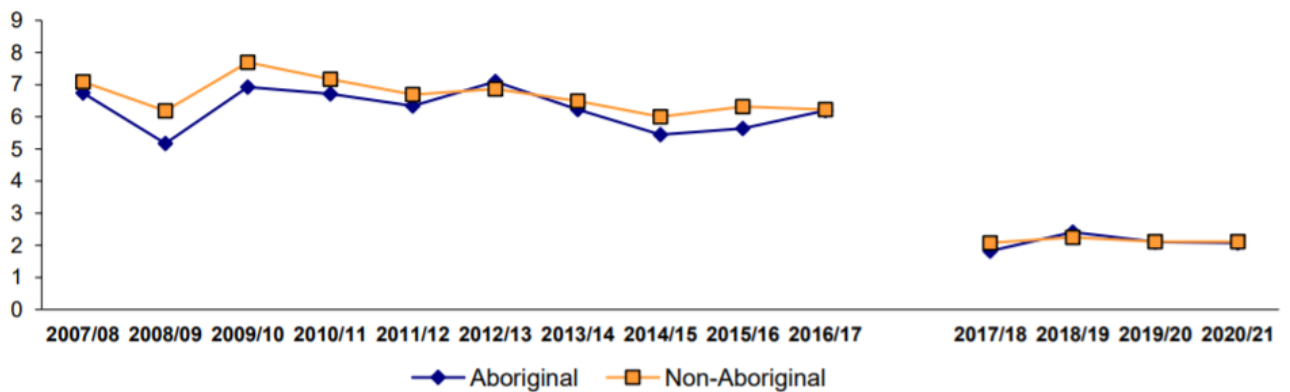
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	46	72	Msk	Msk	32	70	Msk	Msk
			Emerging		On Track		Extending	
2017/18	68	67	Msk	Msk	47	69	Msk	Msk
2018/19	66	70	Msk	Msk	58	88	Msk	Msk
2019/20	50	72	Msk	Msk	42	84	Msk	Msk
2020/21	28	50	Msk	Msk	24	86	Msk	Msk

GRADE 4: NON-ABORIGINAL

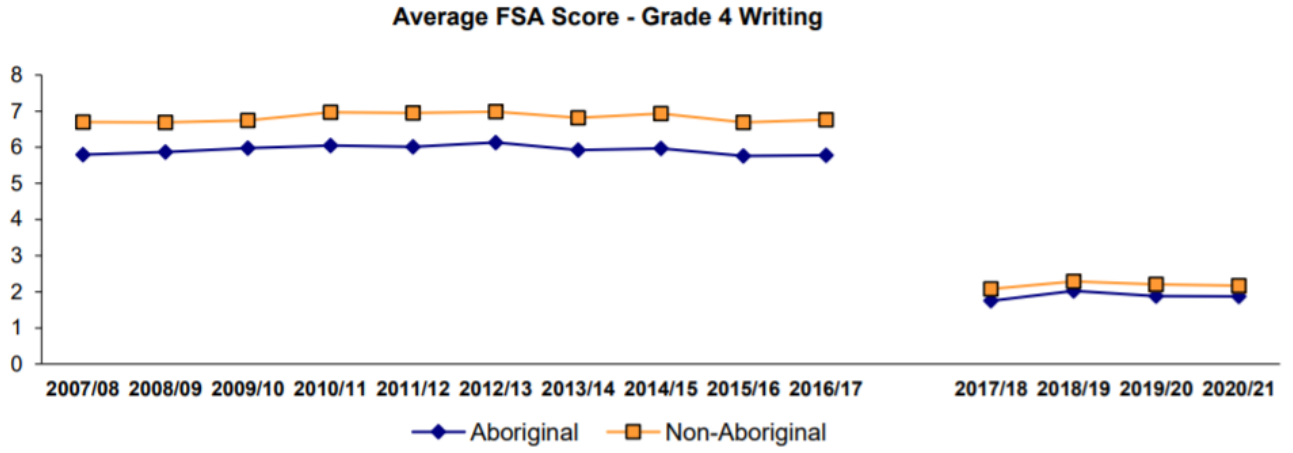
Grade 4: Non-Aboriginal

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	248	76	64	26	173	70	11	4
			Emerging		On Track		Extending	
2017/18	206	77	Msk	Msk	153	74	Msk	Msk
2018/19	204	70	Msk	Msk	170	83	Msk	Msk
2019/20	208	78	Msk	Msk	173	83	Msk	Msk
2020/21	209	67	Msk	Msk	157	75	Msk	Msk

Average FSA Score - Grade 4 Writing



Provincial Writing - Grade 4



SD8 Writing - Grade 7

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	74	83	Msk	Msk	49	66	Msk	Msk
			Emerging		On Track		Extending	
2017/18	73	78	16	22	57	78	0	0
2018/19	76	77	Msk	Msk	59	78	Msk	Msk
2019/20	82	80	Msk	Msk	63	77	Msk	Msk
2020/21	65	64	14	22	51	78	0	0

Grade 7: Aboriginal



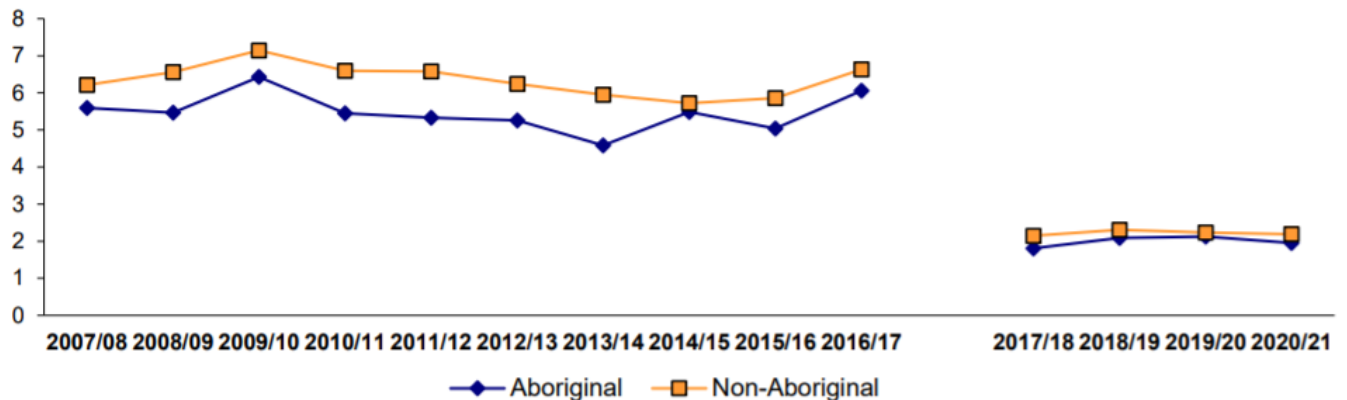
Emerging On Track Extending

GRADE 7: NON-ABORIGINAL

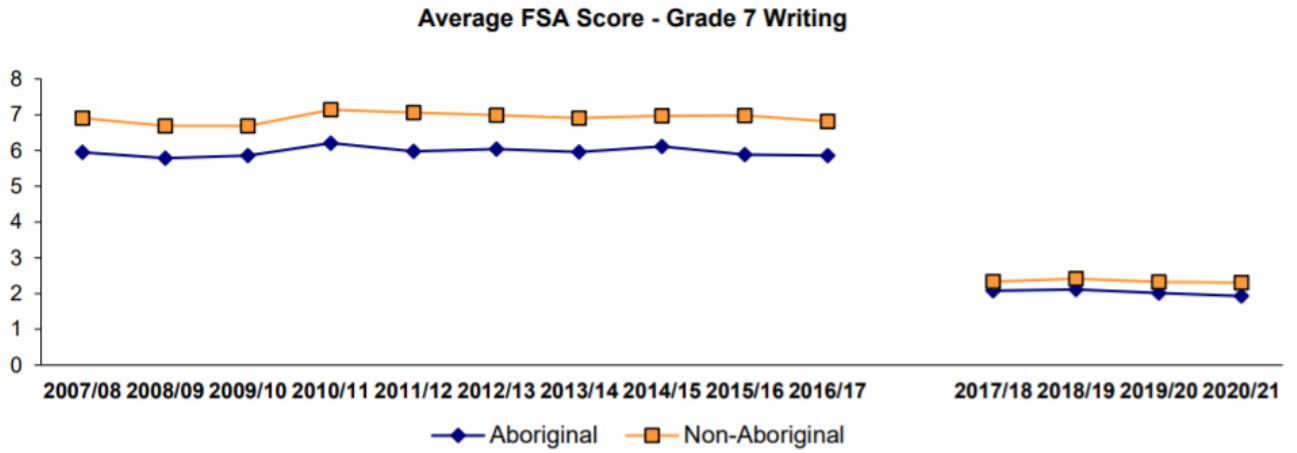
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	210	80	Msk	Msk	161	77	Msk	Msk
			Emerging		On Track		Extending	
2017/18	177	75	Msk	Msk	153	86	Msk	Msk
2018/19	198	69	Msk	Msk	162	82	Msk	Msk
2019/20	222	76	34	15	176	79	12	5
2020/21	210	73	Msk	Msk	173	82	Msk	Msk

Grade 7: Non-Aboriginal

Average FSA Score - Grade 7 Writing



Provincial Writing - Grade 7



SD8 Numeracy - Grade 4

GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	49	77	Msk	Msk	26	53	Msk	Msk
			Emerging		On Track		Extending	
2017/18	78	77	Msk	Msk	36	46	Msk	Msk
2018/19	78	83	Msk	Msk	38	49	Msk	Msk
2019/20	54	78	Msk	Msk	34	63	Msk	Msk
2020/21	31	55	Msk	Msk	21	68	Msk	Msk

Grade 4: Aboriginal

GRADE 4: NON-ABORIGINAL

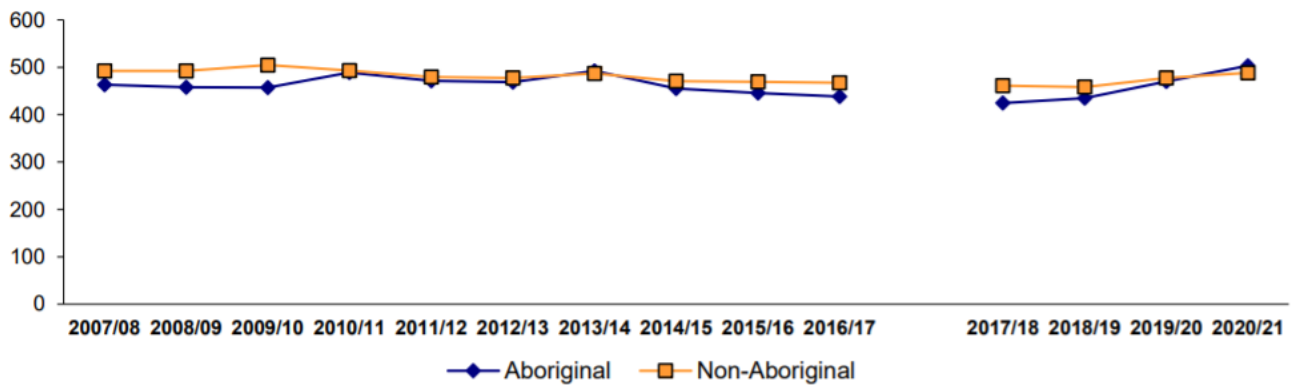
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	249	77	71	29	157	63	21	8
			Emerging		On Track		Extending	
2017/18	223	83	74	33	135	61	14	6
2018/19	229	79	Msk	Msk	141	62	Msk	Msk
2019/20	225	85	67	30	148	66	10	4
2020/21	219	71	61	28	133	61	25	11

Grade 4: Non-Aboriginal

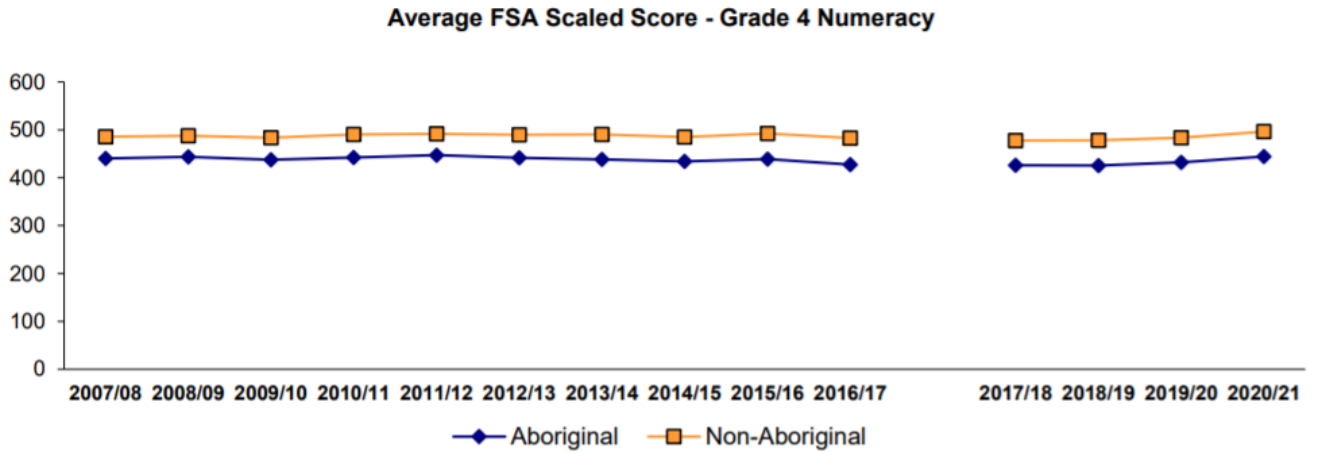


Emerging On Track Extending

Average FSA Scaled Score - Grade 4 Numeracy



Provincial Numeracy - Grade 4



SD8 Numeracy - Grade 7

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	78	88	Msk	Msk	39	50	Msk	Msk
2017/18	77	82	46	60	Msk	Msk	Msk	Msk
2018/19	82	83	45	55	Msk	Msk	Msk	Msk
2019/20	83	81	39	47	Msk	Msk	Msk	Msk
2020/21	73	72	38	52	Msk	Msk	Msk	Msk

Grade 7: Aboriginal

GRADE 7: NON-ABORIGINAL

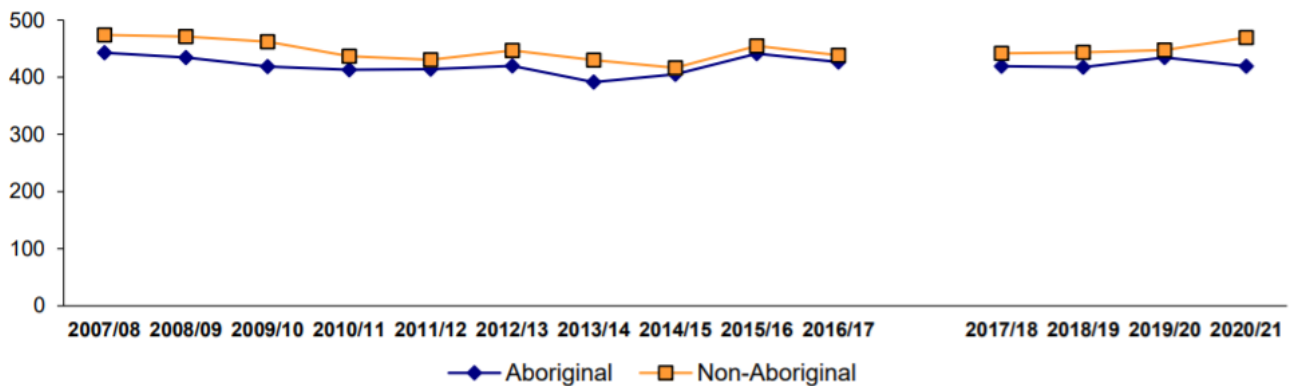
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	220	84	Msk	Msk	125	57	Msk	Msk
2017/18	193	82	Msk	Msk	114	59	Msk	Msk
2018/19	231	81	101	44	118	51	12	5
2019/20	237	81	99	42	123	52	15	6
2020/21	224	78	80	36	114	51	30	13

Grade 7: Non-Aboriginal

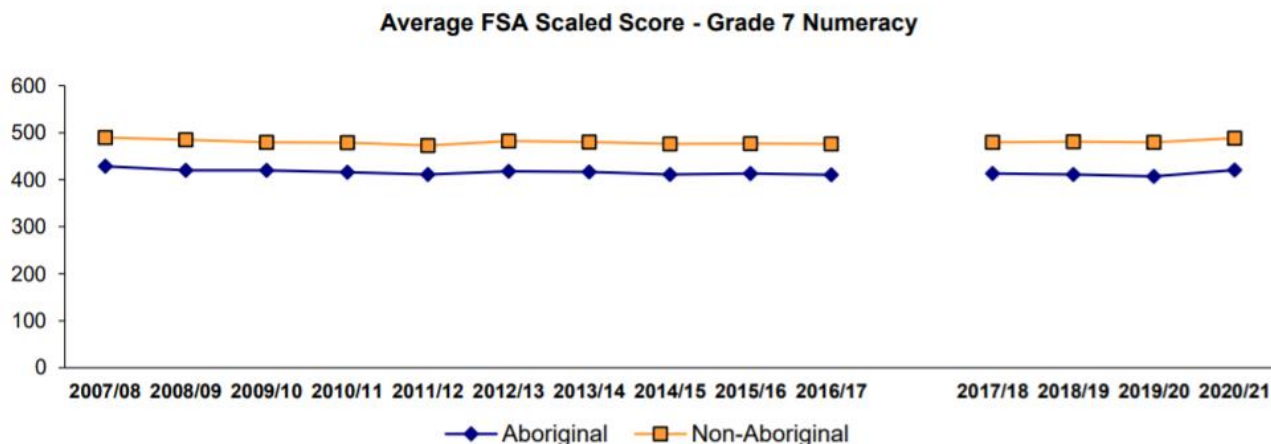


Emerging On Track Extending

Average FSA Scaled Score - Grade 7 Numeracy



Provincial Numeracy - Grade 7

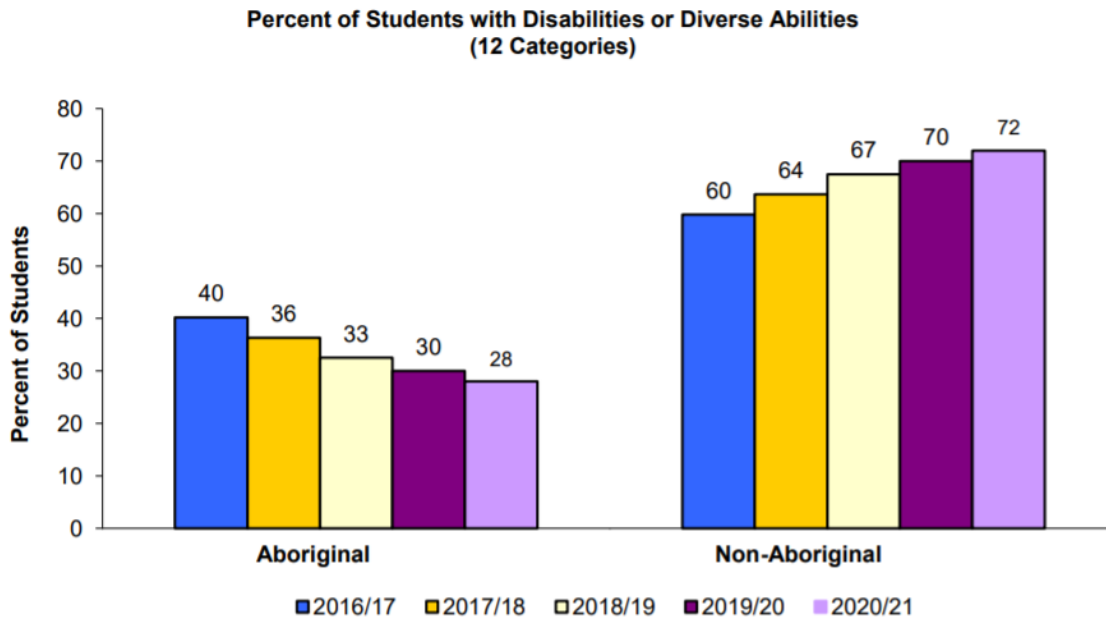


Summary of FSA Data, specific to Aboriginal Students and SD8 Kootenay Lake

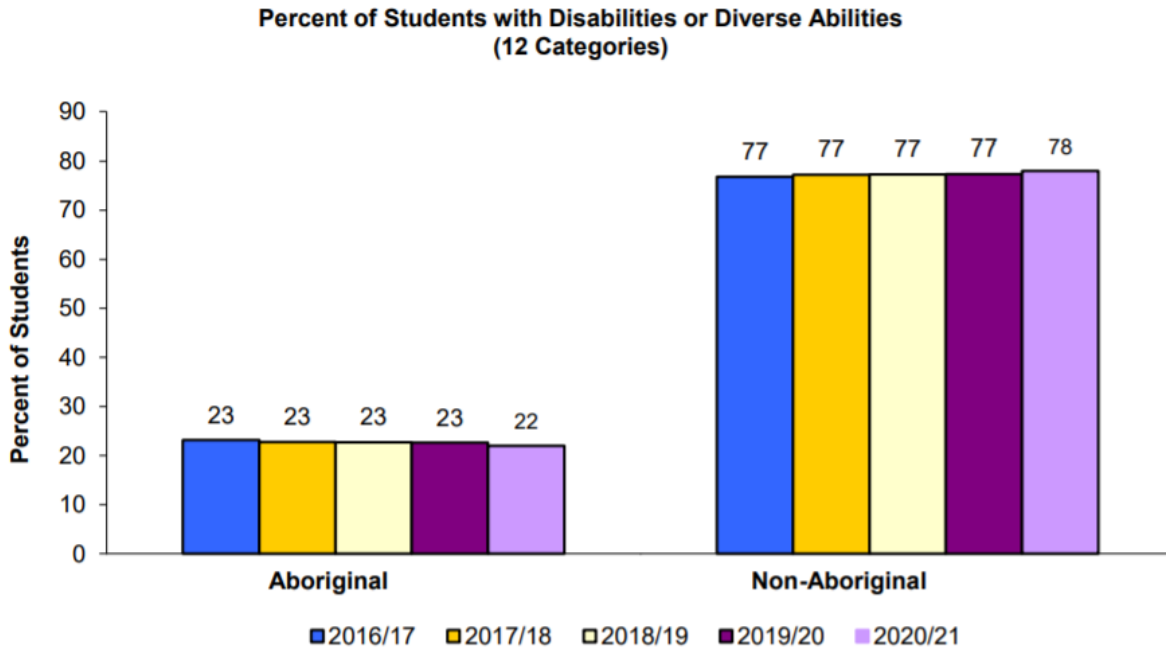
Grade 4, Aboriginal Reading Comprehension	<ul style="list-style-type: none"> • 56% of Aboriginal students are meeting expectations • 61% participated, 2020-2021 marked a 16% decline in participation
Grade 4, Aboriginal Writing	<ul style="list-style-type: none"> • 86% of Aboriginal students are meeting expectations • 50% participated
Grade 4, Aboriginal Numeracy	<ul style="list-style-type: none"> • 68% of Aboriginal students are meeting expectations • 55% participated
Grade 7, Aboriginal Reading Comprehension	<ul style="list-style-type: none"> • 67% of Aboriginal students are meeting expectations • 72% participated
Grade 7, Aboriginal Writing	<ul style="list-style-type: none"> • 78% of Aboriginal students are meeting expectations • 22% of Aboriginal students are emerging meeting expectations • 64% participated
Grade 7, Aboriginal Numeracy	<ul style="list-style-type: none"> • 52% of Aboriginal students are emerging • 72% participated

Students with Disabilities or Diverse Abilities

Students with disabilities or diverse abilities may require additional support and accommodations to enable them to access and participate in educational programs. The Ministry’s vision is to provide inclusive and responsive learning environments that recognize the value of diversity and provide equal access, opportunity and outcome for all students including students with disabilities and diverse abilities. In our District, approximately twenty-eight percent (28%) of the overall population of students with disabilities or diverse abilities self-identity as Aboriginal (see below).



Provincially, approximately twenty-two percent (22%) of the overall population of students with disabilities or diverse abilities self-identity as Aboriginal (see below).



Student Learning Survey Results

The Student Learning Survey is an annual province-wide census. This means that instead of sampling a small percentage, all students in the targeted grades are encouraged to participate. Because it is a census, the survey is representative, even at the school level.

Some students do not complete surveys. Overall, the response rates are around 75% for elementary grades and around 50% for secondary grades.

Some demographic information is taken from survey questions (e.g. grade level). The Aboriginal ancestry question is skipped by fewer than 1% of respondents, and so results by Aboriginal ancestry are considered to be representative of respondents and of the school population.

Meaning Making of Data:

Grades 3/4

- When asked “Do you like school?” Aboriginal students reported twenty-two percent (22%) **lower** rates than non-Aboriginal students
- When asked “Do adults in the school treat all students fairly” Aboriginal students reported five percent (5%) **lower** rates than non-Aboriginal students
- When asked “At school, are you being taught about Aboriginal peoples in Canada” Aboriginal students reported six percent (6%) **higher** rates than non-Aboriginal students
- When asked “Do you feel safe at school?” Aboriginal students reported eight percent (8%) **lower** rates than non-Aboriginal students
- When asked about having two or more adults at school that care about you, Aboriginal students reported thirteen percent (13%) **lower** rates than non-Aboriginal students
- When asked “I am happy at my school” Aboriginal students reported eleven percent (11%) **lower** rates than non-Aboriginal students

Grade 7

- When asked “Do you like school?” Aboriginal students reported three percent (3%) **higher** rates than non-Aboriginal students
- When asked “Do adults in the school treat all students fairly” Aboriginal students reported four percent (4%) **lower** rates than non-Aboriginal students
- When asked “How many teachers help you with your schoolwork when you need it?” Aboriginal students reported four percent (4%) **higher** rates than non-Aboriginal students

- When asked “At school, are you being taught about Aboriginal peoples in Canada” Aboriginal students reported sixteen percent (16%) **higher** rates than non-Aboriginal students
- When asked “Do you feel safe at school?” Aboriginal students reported four percent (4%) **higher** rates than non-Aboriginal students
- When asked about having two or more adults at school that care about you, Aboriginal students reported six percent (6%) **higher** rates than non-Aboriginal students
- When asked “I am happy at my school” Aboriginal students reported eleven percent (11%) **lower** rates than non-Aboriginal students

Grade 10

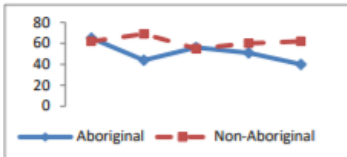
- When asked “Do you like school?” Aboriginal students reported seven percent (7%) **lower** rates than non-Aboriginal students
- When asked “How many teachers help you with your schoolwork when you need it?” Aboriginal students reported sixteen percent (16%) **lower** rates than non-Aboriginal students
- When asked “Do you feel safe at school?” Aboriginal students reported four percent (4%) **higher** rates than non-Aboriginal students
- When asked “I would like to go to a different school” Aboriginal students reported four percent (4%) **higher** rates than non-Aboriginal students

Grade 12

- When asked “Do you like school?” Aboriginal students reported four percent (4%) **higher** rates than non-Aboriginal students
- When asked “Do adults in the school treat all students fairly?” Aboriginal students reported five percent (5%) **lower** rates than non-Aboriginal students
- When asked “How many teachers help you with your schoolwork when you need it?” Aboriginal students reported eleven percent (11%) **higher** rates than non-Aboriginal students
- When asked “At school, are you being taught about Aboriginal peoples in Canada” Aboriginal students reported twelve percent (12%) **higher** rates than non-Aboriginal students
- When asked “Do you feel safe at school?” Aboriginal students reported six percent (6%) **higher** rates than non-Aboriginal students

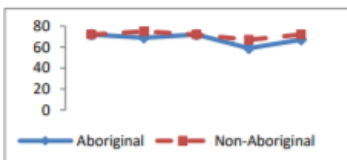
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	65	42	65	178	110	62
2017/18	61	27	44	196	136	69
2018/19	66	37	56	225	123	55
2019/20	37	19	51	164	99	60
2020/21	35	14	40	193	120	62

Do adults in the school treat all students fairly?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	65	47	72	176	127	72
2017/18	61	42	69	198	149	75
2018/19	65	47	72	233	168	72
2019/20	37	22	59	161	108	67
2020/21	33	22	67	191	138	72

How many teachers help you with your schoolwork when you need it?



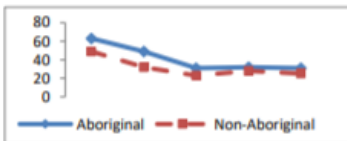
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All or many		Gr 4 Respondents	All or many	
	#	#	%	#	#	%
2016/17	65	33	51	174	86	49
2017/18	-	-	-	-	-	-
2018/19	-	-	-	-	-	-
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-

At school, do you respect people who are different from you (for example, think, act, or look different)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	62	52	84	160	143	89
2017/18	-	-	-	-	-	-
2018/19	-	-	-	-	-	-
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-

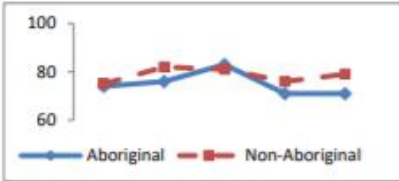
At school, are you being taught about Aboriginal peoples in Canada?/ Are you learning about First Peoples at school?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	62	39	63	168	82	49
2017/18	61	30	49	196	63	32
2018/19	65	20	31	221	50	23
2019/20	37	12	32	163	46	28
2020/21	35	11	31	191	47	25

STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



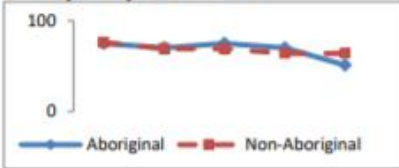
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2016/17	54	40	74	185	139	75
2017/18	41	31	76	211	172	82
2018/19	53	44	83	236	191	81
2019/20	34	24	71	165	126	76
2020/21	34	24	71	193	153	79

At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?



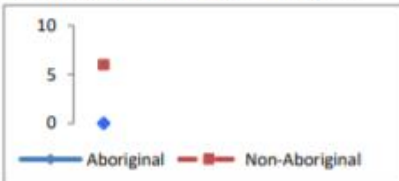
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2016/17	54	Msk	Msk	184	22	12
2017/18	42	Msk	Msk	215	25	12
2018/19	54	11	20	239	28	12
2019/20	34	Msk	Msk	166	23	14
2020/21	34	Msk	Msk	189	11	6

How many adults at your school care about you?/ How many adults do you think care about you at your school?



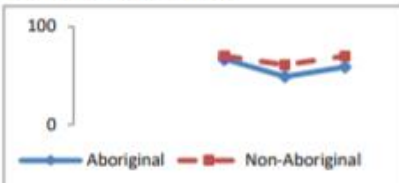
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	Two adults or more		Gr 4 Respondents #	Two adults or more	
	#	#	%	#	#	%
2016/17	65	49	75	178	135	76
2017/18	60	42	70	195	134	69
2018/19	65	49	75	231	159	69
2019/20	37	26	70	163	104	64
2020/21	35	18	51	189	121	64

I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2016/17	65	Msk	Msk	179	11	6
2017/18	-	-	-	-	-	-
2018/19	-	-	-	-	-	-
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-

I am happy at my school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2016/17	-	-	-	-	-	-
2017/18	61	38	62	197	144	73
2018/19	66	44	67	227	159	70
2019/20	37	18	49	164	100	61
2020/21	34	20	59	189	132	70

STUDENT LEARNING SURVEY RESULTS, GRADE 7

	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
School Year	#	#	%	#	#	%
2016/17	69	23	33	181	71	39
2017/18	69	23	33	174	74	43
2018/19	68	23	34	215	85	40
2019/20	64	23	36	157	55	35
2020/21	74	28	38	206	72	35

	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
School Year	#	#	%	#	#	%
2016/17	69	25	36	181	79	44
2017/18	69	32	46	174	88	51
2018/19	69	29	42	216	115	53
2019/20	63	25	40	157	77	49
2020/21	73	41	56	207	106	51

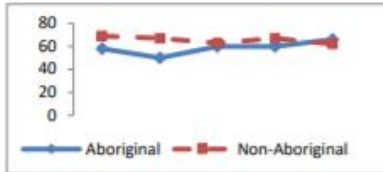
	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All or many # %		Gr 7 Respondents #	All or many # %	
School Year	#	#	%	#	#	%
2016/17	65	24	37	173	87	50
2017/18	67	31	46	169	80	47
2018/19	68	29	43	213	110	52
2019/20	64	30	47	150	74	49
2020/21	73	36	49	201	91	45

	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
School Year	#	#	%	#	#	%
2016/17	67	59	88	173	142	82
2017/18	61	50	82	163	131	80
2018/19	67	58	87	210	180	86
2019/20	62	48	77	149	127	85
2020/21	70	55	79	199	163	82

	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times # %		Gr 7 Respondents #	All of the time or many times # %	
School Year	#	#	%	#	#	%
2016/17	65	27	42	177	46	26
2017/18	64	30	47	168	44	26
2018/19	66	39	59	216	66	31
2019/20	62	36	58	151	67	44
2020/21	70	38	54	203	77	38

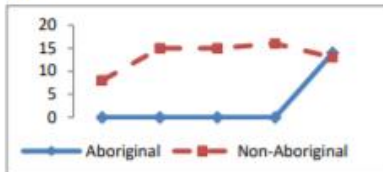
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



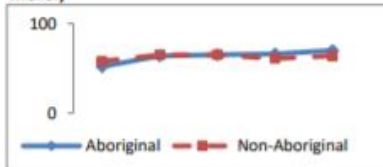
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2016/17	65	38	58	176	122	69
2017/18	58	29	50	180	120	67
2018/19	63	38	60	218	137	63
2019/20	63	38	60	157	105	67
2020/21	73	48	66	203	125	62

At school, are you bullied, teased, or picked on?



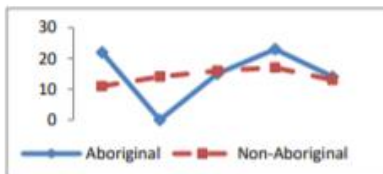
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2016/17	64	Msk	Msk	174	14	8
2017/18	58	Msk	Msk	182	28	15
2018/19	64	Msk	Msk	222	34	15
2019/20	62	Msk	Msk	156	25	16
2020/21	73	10	14	206	27	13

How many adults at your school care about you? (Percentage responding 2 adults or more.)



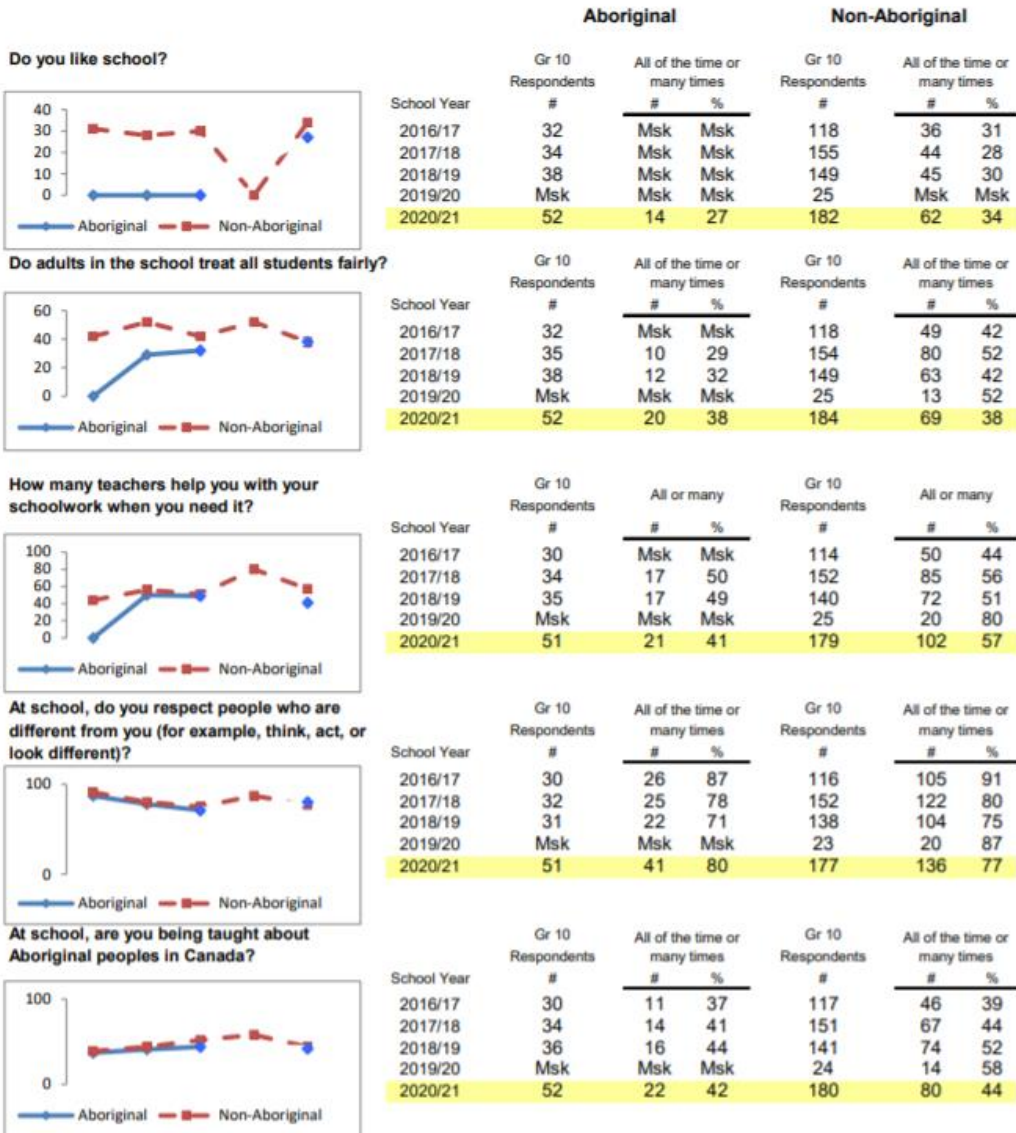
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	Two adults or more		Gr 7 Respondents #	Two adults or more	
	#	#	%	#	#	%
2016/17	69	36	52	181	105	58
2017/18	69	44	64	175	114	65
2018/19	69	45	65	217	142	65
2019/20	64	42	66	158	97	61
2020/21	73	51	70	206	132	64

I would like to go to a different school.

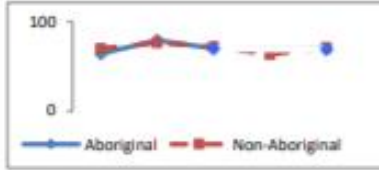
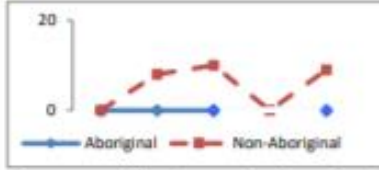
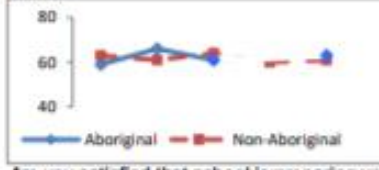
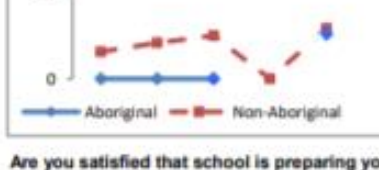
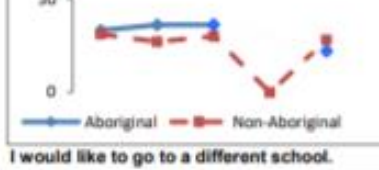
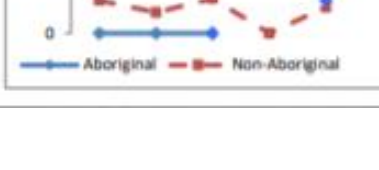


School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2016/17	69	15	22	179	20	11
2017/18	70	Msk	Msk	176	24	14
2018/19	68	10	15	217	35	16
2019/20	62	14	23	156	27	17
2020/21	73	10	14	208	27	13

STUDENT LEARNING SURVEY RESULTS, GRADE 10

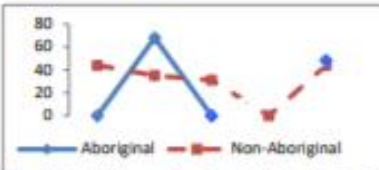


STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
Do you feel safe at school?						
	School Year	#	# %	#	# %	# %
	2016/17	28	18 64	115	81	70
	2017/18	33	26 79	156	119	76
	2018/19	37	26 70	145	104	72
	2019/20	Msk	Msk Msk	24	15	63
	2020/21	52	36 69	182	129	71
At school, are you bullied, teased, or picked on?						
	School Year	#	# %	#	# %	# %
	2016/17	30	Msk Msk	114	Msk	Msk
	2017/18	33	Msk Msk	155	12	8
	2018/19	37	Msk Msk	145	14	10
	2019/20	Msk	Msk Msk	24	Msk	Msk
	2020/21	52	Msk Msk	182	16	9
How many adults at your school care about you? (Percentage responding 2 adults or more.)						
	School Year	#	# %	#	# %	# %
	2016/17	32	19 59	118	74	63
	2017/18	35	23 66	155	94	61
	2018/19	38	23 61	148	94	64
	2019/20	Msk	Msk Msk	25	15	60
	2020/21	52	33 63	182	111	61
Are you satisfied that school is preparing you for a job in the future?						
	School Year	#	# %	#	# %	# %
	2016/17	30	Msk Msk	117	18	15
	2017/18	33	Msk Msk	153	31	20
	2018/19	33	Msk Msk	140	34	24
	2019/20	Msk	Msk Msk	23	Msk	Msk
	2020/21	51	13 25	179	51	28
Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?						
	School Year	#	# %	#	# %	# %
	2016/17	30	10 33	116	36	31
	2017/18	33	12 36	153	41	27
	2018/19	33	12 36	139	42	30
	2019/20	Msk	Msk Msk	23	Msk	Msk
	2020/21	51	11 22	177	50	28
I would like to go to a different school.						
	School Year	#	# %	#	# %	# %
	2016/17	31	Msk Msk	118	22	19
	2017/18	35	Msk Msk	156	19	12
	2018/19	38	Msk Msk	147	30	20
	2019/20	Msk	Msk Msk	25	Msk	Msk
	2020/21	52	10 19	183	27	15

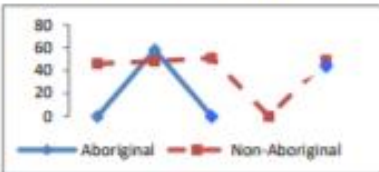
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



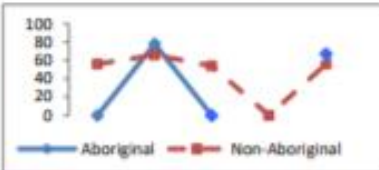
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2016/17	13	Msk Msk	85	37 44
2017/18	19	13 68	92	32 35
2018/19	14	Msk Msk	72	22 31
2019/20	Msk	Msk Msk	13	Msk Msk
2020/21	27	13 48	97	43 44

Do adults in the school treat all students fairly?



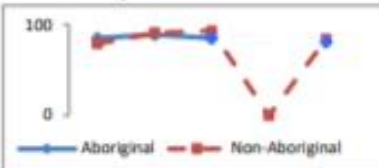
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2016/17	13	Msk Msk	85	39 46
2017/18	19	11 58	92	44 48
2018/19	14	Msk Msk	72	37 51
2019/20	Msk	Msk Msk	13	Msk Msk
2020/21	27	12 44	97	48 49

How many teachers help you with your schoolwork when you need it?



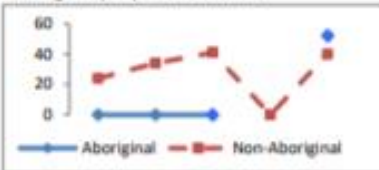
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many # %	Gr 12 Respondents #	All or many # %
2016/17	12	Msk Msk	82	46 56
2017/18	18	14 78	89	59 66
2018/19	14	Msk Msk	67	36 54
2019/20	Msk	Msk Msk	13	Msk Msk
2020/21	27	18 67	95	53 56

At school, do you respect people who are different from you (for example, think, act, or look different)?



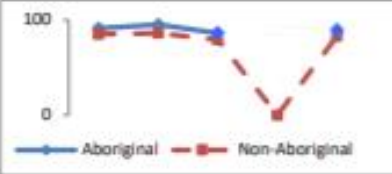
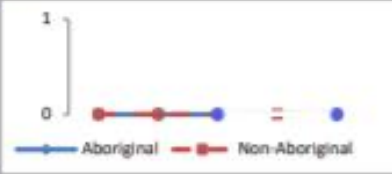
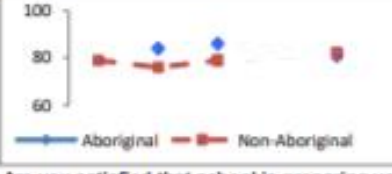

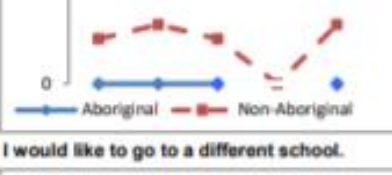
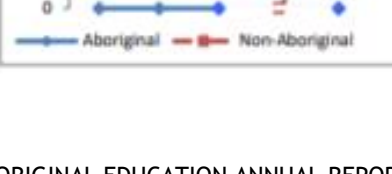
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2016/17	13	11 85	84	66 79
2017/18	19	17 89	91	83 91
2018/19	13	11 85	67	62 93
2019/20	Msk	Msk Msk	11	Msk Msk
2020/21	27	22 81	90	76 84

At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2016/17	13	Msk Msk	85	20 24
2017/18	19	Msk Msk	92	31 34
2018/19	14	Msk Msk	68	28 41
2019/20	Msk	Msk Msk	13	Msk Msk
2020/21	27	14 52	91	36 40

STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %	
Do you feel safe at school?						
	School Year	#	# %	#	# %	# %
	2016/17	11	10 91	87	74 85	
	2017/18	19	18 95	92	79 86	
	2018/19	14	12 86	67	53 79	
	2019/20	Msk	Msk Msk	13	Msk Msk	
	2020/21	27	24 89	96	80 83	
At school, are you bullied, teased, or picked on?						
	School Year	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %	
	2016/17	11	Msk Msk	87	Msk Msk	
	2017/18	19	0 0	92	Msk Msk	
	2018/19	14	0 0	67	Msk Msk	
	2019/20	Msk	Msk Msk	13	Msk Msk	
	2020/21	27	Msk Msk	97	Msk Msk	
How many adults at your school care about you? (Percentage responding 2 adults or more.)						
	School Year	Gr 12 Respondents #	Two adults or more # %	Gr 12 Respondents #	Two adults or more # %	
	2016/17	Msk	Msk Msk	85	67 79	
	2017/18	19	16 84	92	70 76	
	2018/19	14	12 86	72	57 79	
	2019/20	Msk	Msk Msk	Msk	Msk Msk	
	2020/21	27	22 81	97	80 82	
Are you satisfied that school is preparing you for a job in the future?						
	School Year	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %	
	2016/17	13	Msk Msk	85	Msk Msk	
	2017/18	19	Msk Msk	92	14 15	
	2018/19	13	Msk Msk	67	10 15	
	2019/20	Msk	Msk Msk	11	Msk Msk	
	2020/21	27	Msk Msk	90	15 17	
Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?						
	School Year	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %	
	2016/17	13	Msk Msk	85	19 22	
	2017/18	19	Msk Msk	92	27 29	
	2018/19	13	Msk Msk	67	15 22	
	2019/20	Msk	Msk Msk	11	Msk Msk	
	2020/21	27	Msk Msk	90	26 29	
I would like to go to a different school.						
	School Year	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %	
	2016/17	12	Msk Msk	84	12 14	
	2017/18	19	Msk Msk	90	14 16	
	2018/19	14	Msk Msk	72	14 19	
	2019/20	Msk	Msk Msk	13	Msk Msk	
	2020/21	27	Msk Msk	96	17 18	

SUPPLEMENTAL STUDENT SUPPORTS: EQUITY FOR ABORIGINAL STUDENTS

Key Priorities and Goals

Truth and Reconciliation Commission (TRC) of Canada: Calls to Action

63(iii) Building student capacity for intercultural understanding, empathy, and mutual respect.

SD8 Kootenay Lake, Strategic Plan

Honour the First Peoples Principles of Learning (FPPL)

SD8 Kootenay Lake, Aboriginal Education Department Goals

1. Grow equitable academic support in literacy and numeracy through land-based learning.
2. Provide opportunities for students to share their individual stories: “The truth about stories, is that is all we are” T. King
3. Truth before Reconciliation: Deepen relationships with Traditional Territories + Metis Nation
4. Celebrating wholistic Indigenous resilience and brilliance.


As a responsibility of Reconciliation, the TRC: Calls to Action, specifically 63(iii), calls on governments and public education to build student capacity for intercultural understanding, empathy, and mutual respect. The ABED department goals align with this Call to Action.

Cultural Enhancement, Reconciliation and Awareness Initiatives

The following lists some of the key cultural enhancement, reconciliation and awareness programs and services for 2020-2021 as well as events for the 2021-2022 year. Note that these programs and services were in addition to the cultural, reconciliation and awareness programs and services in each school.

Orange Shirt Day

Orange Shirt Day is a legacy of the St. Joseph’s Mission residential school commemoration project and reunion events that took place in May 2013, in Williams Lake. This project was the vision of Alkali Lake (Esk’etemc) Chief Fred Robbins. Provincial events commemorated the residential school experience, witnessed, and honoured the healing journey of the survivors and their families and committed to the



ongoing process of reconciliation. Chief Justice Murray Sinclair challenged all who participated to keep the reconciliation process alive.

For the past few years, SD8 Kootenay Lake has been recognizing Orange Shirt Day through various school activities, in which participants wear orange. Phyllis (Jack) Webstad, wearer of the first orange shirt, is Northern Secwépemc (Shuswap) from the Canoe Creek Indian Band (Stswecem'c Xgat'tem First Nation). All elementary and secondary schools were provided with teacher resource packages and links to Phyllis' Story and the Orange Shirt Day website with resources. All schools acknowledged the day, wore orange, and provided learning experiences for students. Many schools link Orange Shirt Day and the Terry Fox Run together, to honour the Metis heritage of Terry Fox, as well.

Aboriginal Graduation Honouring

Each year, Aboriginal graduates are honoured with a special gift (a hand carved, silver pendant) to acknowledge their achievements. Typically this happens in person during a special ceremony at the SD8 Youth Pow Wow with an Honour Song. Due to COVID-19, Aboriginal graduation ceremonies were held virtually during the Virtual Pow Wow. Additionally, Metis students are gifted with a sash in ceremony from the West Kootenay Metis Association.

wuqanqankimik Reconciliation Run/Walk

In the 2020-2021 school year, each school across the district participated in the wuqanqankimik Reconciliation Run/Walk through an event at their school. Schools participated in virtual training programs in the lead up to the event through the provincial Indigenous Run/Walk program. Students had the opportunity to hear from local Elder Chris Luke Sr. as well as an inspirational talk from Dr. James Makokis and Anthony Johnson, winters of Amazing Race Canada.

For the 2021-2022 year, the District will be offering a similar event in June 2022 with an eight-week training program starting in April 2022.

Connections Culture Camp

In April 12, 2021, over 1000 students from across the district joined together virtually over zoom to engage in cultural learning together. Students had a keynote address from actress and social media influencer, Marika Sila, as well as workshops from Notorious Cree, local Nation Partners, Selkirk College, and more.

In the 2021-2022 school year, monthly Culture Camp offerings will be taking place on the second Wednesday of every month on a variety of topics including dance, storytelling, music, Elder connections, 2 Spirit role modeling, etc.

National Indigenous Peoples Day

Each year individual schools observe and honour National Indigenous Peoples Day in a way that is meaningful for their school communities.

SD8 Youth Powwow

In May 2021, SD8 hosted our first ever Virtual Pow Wow! We hosted a full week of events in the lead up to the main Pow Wow event in which over 5000 students attended. In the week leading up to the Pow Wow, students participated in zoom workshops with dance teachers and Elders including Deanne Hupfield, Shirley Hill, and Luke Whiteman. The event was MC'd by Ruben Littlehead and featured Northern Cree Singers as the lead drum.

For 2022, we will be providing a similar offering, but we will be extending the event to a full month of offerings to ensure highest participation and accessibility to students across the district.

Beadwork Circles

For the 2020-2021 year as well as the 2021-2022 school year, the Aboriginal Education department has been offering virtual beadwork circles monthly. This has provided an opportunity for students to come together from different schools and learn traditional handwork skills. These circles have also provided an opportunity for staff to grow their skills.

Reconciliation Circles

Since January 2021, the Aboriginal Education department has offered monthly virtual circles for team members to come together with the support of an Elder to talk about issues relating to the work of reconciliation and anti-racism. This has provided a safe space for exploration and support as staff lead this work in their schools.

Metis Awareness Month

In November 2021, SD8 observed our fourth annual Metis Awareness Month in partnership with the West Kootenay Metis Association. Some of these events offered virtually this year included: jigging with Madelaine McCallum, Metis history with Roy Pogo, Metis music with JJ Guy, teachings from Elder Don Courson and Knowledge Keeper Christopher Yates, and stories from Elder Maria Campbell. We also partnered with Selkirk College to host a book club for Katherena Vermette's *The Break*. Resources were also purchased for every school.



CONCLUSION

The *Aboriginal Education Annual Report 2020-2021* has reported on the four goals set out in the Aboriginal Education Department, upcoming actions, the ABED budget, student achievement, and district events and cultural learning opportunities. This report highlights the commitment and achievements of students and staff, who are striving to meet these goals. Through the commitment of all educators, connections made with parents and community members continue to improve. These connections, in turn, are instrumental in improving the success and the personal well-being of all district students.

As SD8 endeavours to eliminate the educational gaps between Aboriginal and non-Aboriginal learners, effective strategies and interventions within schools will be implemented to support pathways to graduation for self-identified Aboriginal students.

As the District moves forward in its work, the focus remains on ensuring that each Aboriginal learner can develop the necessary skills and knowledge to be successful after graduation - with dreams that open doors and opportunities!





GLOSSARY OF ACRONYMS

ABED - Aboriginal Education

ACE - Aboriginal Committee of Education

AEEA - Aboriginal Education Enhancement Agreement

AHWD - Aboriginal How Are We Doing Report

FESL - Framework for Enhancing Student Learning

FTE - Full Time Equivalent

LEA - Local Education Agreement

TRC - Truth and Reconciliation