

# Aboriginal Education Annual Report 2007 – 2008

## School District No. 51 (Boundary)



Prepared by:

School District No. 51 and  
The Boundary Aboriginal Education Council



# Contents

<i>Introduction</i> .....	3
<i>Enrolment</i> .....	4
<i>Goal - Culture</i> .....	5
<i>Goal - A) Reading Achievement</i> .....	12
<i>B) Numeracy Achievement</i> .....	15
<i>Goal - School Completion</i> .....	18
<i>Appendix</i>	
• <i>District-Wide Reading Assessment Data</i> .....	20
• <i>District-Wide Writing Assessment Data</i> .....	21
• <i>Scope and Sequence Document</i> .....	22
• <i>Aboriginal Student Survey</i> .....	23
a. <i>Grades 1 – 3</i>	
b. <i>Grades 4 – 12</i>	

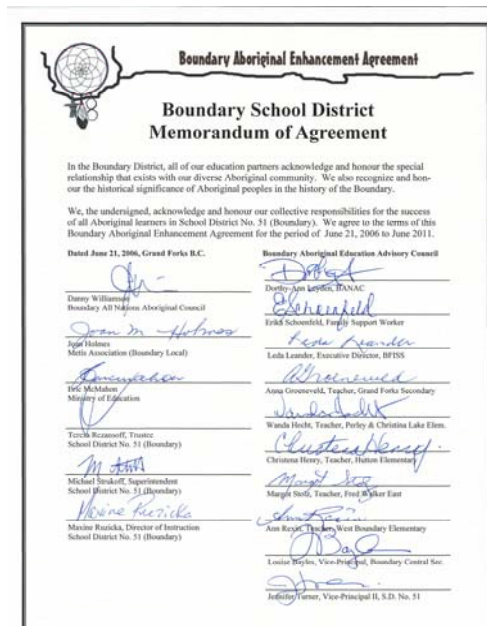
## Introduction

This is the second **Annual Report on Aboriginal Education** for School District No. 51 Boundary. The purpose of this report is to review and assess the three goals as stated in the Boundary Aboriginal Enhancement Agreement. The Boundary Aboriginal Education Advisory has been a long standing structure that has been strengthened by the signing of our Agreement in 2006. This Advisory includes among others, representatives from the Boundary Métis Association, Boundary All Nations Aboriginal Council (BANAC) and Aboriginal parent representatives from each of the schools. The Boundary District is committed to:

- Maintaining transparency of Aboriginal funding allocation in schools
- Coordinating Aboriginal programs offered in schools
- Preference in hiring Aboriginal program teachers and support workers with Aboriginal ancestry

In our second year implementing the Boundary District **Aboriginal Enhancement Agreement**, School District No. 51 and Ministry of Education data has been included to help us identify success and challenges as we work together to ensure success for all students with Aboriginal ancestry.

We feel that progress is being made in a number of areas.



### **Key actions this year have included:**

- *Development of Aboriginal Student Support plans for students not meeting expectations on any classroom, school or district based assessment in Reading or Numeracy*
- *District wide co-ordination to include Aboriginal awareness and culture within curricular areas Kindergarten to grade 10*
- *Development of a Boundary-wide cultural scope and sequence for Kindergarten to grade 7*
- *Development of two student Aboriginal culture surveys: grades 1 to 5 and grades 6 to 12*
- *Showcasing student work and cultural participation through displays and performances on May 29, 2008 at the Regional Aboriginal Education conference hosted by the Boundary School District*

## Enrollment

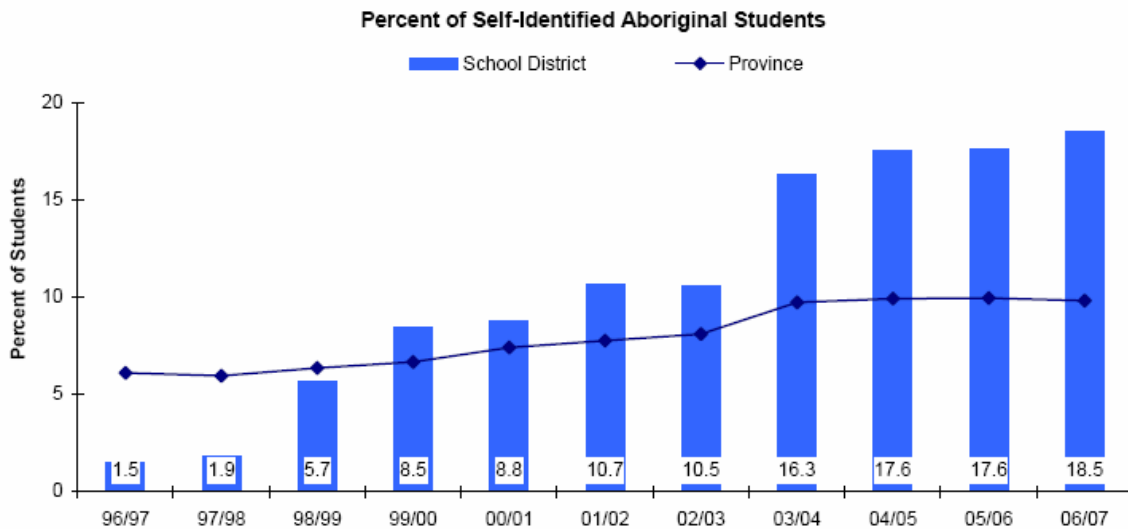
*Aboriginal* peoples are recognized in the Canadian Constitution (1982), and include people of First Nations, Métis and Inuit ancestry. In British Columbia, for education funding purposes, an Aboriginal student is anyone who self-identifies (or is identified by a parent) as being of Aboriginal ancestry. It is important to note that there are no bands, reserves or Aboriginal Cultural Centres located within the Boundary School District.

The following student numbers are based on the headcount of self-identified students in School District No. 51 for each year, according to the Ministry of Education. In 2007-2008 all Aboriginal students in the Boundary are off reserve and non-status.

It is interesting to note that in a district-wide survey conducted in May 2008, 22% of students in grades 1 - 12 claim that they have Aboriginal ancestry.

### PERCENT OF STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District			Province *		
	All Students #	Aboriginal Students #	%	All Students #	Aboriginal Students #	%
96/97	2,338	35	1.5	622,702	38,085	6.1
97/98	2,357	44	1.9	638,941	38,085	6.0
98/99	2,346	134	5.7	636,075	40,435	6.4
99/00	2,243	190	8.5	635,094	42,368	6.7
00/01	2,227	196	8.8	632,049	46,846	7.4
01/02	2,118	226	10.7	629,619	48,905	7.8
02/03	1,925	203	10.5	620,672	50,359	8.1
03/04	1,922	313	16.3	614,670	59,808	9.7
04/05	1,896	333	17.6	606,392	60,152	9.9
05/06	1,812	319	17.6	599,505	59,692	10.0
06/07	1,650	306	18.5	587,920	57,767	9.8



# Goal: Create awareness, knowledge and respect for the Aboriginal Culture

## Aboriginal Culture and Belonging in Our Learning Community

This school term gave our district the opportunity to enhance the Aboriginal Education Program through history, dance and ceremony throughout the Boundary. Dance sessions were taught by traditional Grass Dancer and Drum Maker, Michael White from the Ktunaxa (Creston) Nation. Michael was accompanied by Julie Draper, Artist and Drummer.

The next sessions were Métis Jigging, taught by Beverly Lambert followed by Yvonne Chartrand. Yvonne holds for Canadian Grand Champion for Traditional Métis Jigging. Henry Hall, a Métis Historian, gave very informative presentations of Métis culture and history.

Near year end, the Aboriginal group hosted a Talking Circle with the Aboriginal Education Advisory Council. This Circle allowed wonderful moments for all of us to express ourselves and discuss practices and protocols. Recognition and appreciation of work plans and work completed gave us all a sense of pride. We were able to see clearly that this is an ongoing process.

On behalf of the Aboriginal People (First nations, Inuit and Métis) of the Boundary Area, we truly appreciate the inclusion, respect, patience and support to all of us.

All my relations,  
Joanie Holmes, **Métis Elder**  
**Boundary All Nation Aboriginal Council**

## COMMENT

School District No. 51 (Boundary) continues to enhance and deepen the awareness and appreciation of Aboriginal culture in all classroom settings. Members of the Boundary Aboriginal Education Advisory Council have initiated the development and implementation of a District-wide scope and sequence for integrating local Aboriginal cultural learning and experiences into the regular curriculum.

Thanks to the commitment and dedication of our Advisory Council, we were able to host a two-day East/West Kootenay and Boundary Regional Conference in Grand Forks.

Aboriginal support workers and teachers from our six districts facilitated 11 amazing sharing sessions followed by a dinner speaker from the BC Metis Nation. The next day began with a thought-provoking session by the Aboriginal Education Branch followed by an outstanding session on utilizing the SMART framework for Making Meaning by Marilyn Strukoff. Our conference closed with an afternoon of Dr. Martin Brokenleg. He inspired all of us to continue to dig deep and to ensure that all of our students have a sense of belonging in our schools and communities.





## TARGET

*Developed a District-wide database of Aboriginal guest speakers/presenters (elders/parents/Aboriginal individuals with gifts, talents, stories to share with students in classrooms).*

*Developed a scope and sequence for integrating local Aboriginal culture with specific curriculum content Kindergarten to grade 7.*

*Provided a District-wide co-ordination, collaboration and sharing of knowledge and resources at the Boundary Aboriginal Education Advisory Council table.*

*Provided Aboriginal cultural presentations as school wide events.*

*Integrated Aboriginal culture, history, legends, art presentations with curriculum in regular classrooms.*

*Provided 'cultural sensitivity' for staff during Boundary District August Days in 2006 and 2007.*

*Published a District Aboriginal Newsletter and distributed to staff and parents.*

*Developed electronic student surveys – results used to inform the work of the Aboriginal Education Advisory Council (see results in Appendix)*

## FOCUS TARGETS: 2008 - 2009

- *Continue the development of a Boundary District scope and sequence for grade specific curriculum content integrating Aboriginal cultural outcomes from Kindergarten to grade 10. (Specifically as they relate to the Ktunaxa, Simixt, Okanagan Nations and the Metis)*
- *Continue the student and parent electronic survey, to be completed by all grade 1 to 12 students in the winter of 2008.*
- *Continue to publish two Boundary Aboriginal Education newsletters in 2008 - 2009.*
- *Showcase student work and projects in the Boundary communities by displaying in Family Centres.*
- *Continue to provide district-wide Aboriginal cultural performances in schools.*
- *Continue to collaborate with community support partnerships.*
- *Establish annual Talking Circle session with Boundary Aboriginal Community.*
- *Maintain connections and sharing with Kootenay/ Boundary Aboriginal Education teachers and support staff.*

The library has become the focus area for displays of Aboriginal art and visual materials and our students also welcomed many Aboriginal presenters of music and dance. Our Grade 10 Socials Studies students, along with our Aboriginal students from all grades (who received personal invitations to attend), participated in a presentation by Marilyn James, Sinixt Elder. We also welcomed members of our local Aboriginal Community to our Career and Personal Planning Day in April to do cultural presentations for our Gr. 8 and 9 students.

Our school has been a long time participant in the Kootenay Network of Performance Based Schools, and we are currently planning our action research for the fall.

Our Aboriginal Question is:  
 "Will the student led creation of a large scale Aboriginal mural in a prominent location in our school lead to increased pride and willingness to contribute to the Aboriginal culture in our School community?"

This action based research, which supports the cultural goal of the Enhancement Agreement, has been formulated this year and will be completed next year.

Louise Bayles      Andrew Green  
 Vice-Principal      Aboriginal Support Worker  
 Boundary Central Secondary School



### **Aboriginal Community Report**

*We have many accomplishments to celebrate upon completing Year Two of the B.A.E.E.A.*

*The Aboriginal Community works side-by-side with the teachers and Aboriginal Support Staff of School District No 51 to bring Aboriginal teachings and culture into the lives of all students. When visiting the schools in the Boundary, I am impressed at the presence of Aboriginal art displayed in the hallways and classrooms. This past year I was privileged to attend Aboriginal Day at West Boundary Elementary School, Greenwood Elementary School and Boundary Central Secondary School. Students participated in making masks, talking sticks, beading and storytelling. A session on anti racism provoked thoughtful discussion.*

*The Enhancement Agreement has provided a solid foundation on which to continue building a strong Aboriginal Program.*

*Erika Schoenfeld  
 Aboriginal Family Support  
 Boundary Family & Individual Services Society*

*The goal of improving cultural awareness, knowledge and respect for Aboriginal Culture was addressed in many ways. We are developing a framework for cultural projects and visits to coincide with the Social Studies curriculum. This plan will ensure that all students are exposed to a variety of speakers, themes and projects during their high school years. It will also prevent repetition and exhaustion of local speakers and resource personnel. In brief, the framework topics are:*

*Grade 8 – Pre-contact*

*Grade 9 – B.C. First Nations and local culture*

*Grade 10 – Métis Culture*

*Grade 11 – Contemporary Aboriginal Issues*



*This year we have a dedicated space as the Aboriginal Education Resource Centre. While the space is used for academic support, students also have supervised access to computers and learning materials. We have decorated the centre with a new collection of cultural posters. The Resource Centre also houses a wide variety of new books, tapes and videos we have purchased for use in classrooms.*

*Anna Groeneveld, Helen Argue, Aboriginal Support Teachers  
Trevor Murdock, Aboriginal Support Worker  
Grand Forks Secondary School*



*To launch this initiative, J. Holmes, a local elder visited two Social Studies 9 classes to create pine needle baskets. We also arranged the visit of Henry Hall with his wonderful collection of Louis Riel memorabilia and Métis artifacts, and Bev Lambert who demonstrated traditional jigging. These presentations were held in the library and were attended by a variety of humanities classes. Another jig dancer, Yvonne Chartrand, taught a workshop to a Dance 11 class. Several classes from GFSS visited the N'K mip Exhibition "Drawing on Identity" at the Grand Forks Art Gallery. And for a third year in a row, students competed in the E-Spirit Competition.*



I am proud to be a part of the Aboriginal Education Program of School District 51 which is founded on a spirit of collaboration, a drive to create a cultural pride, a desire to support equal opportunities for all students, and an excitement to strengthen appreciation for the Arts.

Our Aboriginal Education Program is laying a solid foundation which creatively integrates Fine Arts and other cultural content with all subject areas. Our students are connected to their heritage because traditional art, customs, and creativity are accepted and celebrated.

Through the window of arts and culture we hold a gift that will allow all people of any background to enjoy and celebrate the Aboriginal contribution to our history. This embrace of culture allows our Aboriginal students to develop the sense of pride and belonging which is needed for children to grow up secure and successful.

This year's Fine Arts' focus has incorporated several local Aboriginal cultures: the *Nk'Mip* Student Art Exhibit, Okanagan, Ktunaxa and Metis Aboriginal Cultural Dance.

Michael White, a local *Ktunaxa* Grass dancer, performed and taught in primary grades across the district. Yvonne Chartrand, Metis Jigger and champion, taught Metis dance to the grade four and five.

Other Fine Art methods were employed by the study and imitation of current Aboriginal artists, such as Richard Van Camp and Leo Yartracks which motivated students to write heartfelt explanations and create beautiful painted canvases.

More than just these lessons were celebrated at the Kootenay/Boundary Regional Aboriginal Education Conference hosted by our District in May.

Wanda Hecht, Aboriginal Support Teacher  
**Dr. D.A. Perley, J.A. Hutton and Christina Lake Elementary Schools**



### Talking Stick

The talking stick is used when the First Nation people gathered for meetings. When a person holds it up everyone has to be quiet. The person can start talking. A talking stick is not used for your dog. A talking stick is not to play with.

The talking stick has four colors white means north and white people. Red means Aboriginal people and east. Yellow means Asian and south. Black means black people and west. My talking stick has feathers, beads, marbles, colors, and leather.

The big idea is when the person held it up the people would show respect. So the person could start talking. Everyone had a turn talking. A Talking stick is important for meetings. It would make it easier for meetings for the Indians.

I would give it to my mom to use it for family meetings. I would use it for my sister because she talks a lot. I would use it for my dad so he has it when he wants to talk and I can have it when I want to talk.

**Daniel Tresham, Grade 5**



Students in the Boundary are fortunate that they are all able to take part in Aboriginal Education cultural activities. I think many of our primary students would say that the highlight of their year was to dance with and be taught by Michael White. The music, the regalia, the personal story, the talking circle and talking stick combined for an unforgettable experience. Students were affected in two major ways by the experience: one was that they gained a respect for a culture that was previously unknown, the second was that they displayed a genuine desire to learn more about that culture. On more than one occasion, when a group was asked by an elder, "who has aboriginal ancestry?" there were several non-aboriginal hands that went up. The culture had touched them in a way that made them want to belong.



The grade 4/5 classes watched Raven Tales and made raven masks. As part of their Social Studies curriculum, they also made European scones and bannock for a tasting comparison. The grade 6/7 classes completed their canoes and put them on display. In a drum-making workshop, the class produced 10 beautiful hand drums for the school.

I want to extend my gratitude for the marvelous group of teachers with whom I work. When I present an idea they are always open to discussion and keen to shoulder some of the work, they have opened the doors of their classrooms to me, and they have developed their own strategies for including aboriginal content in their lessons.



Respectfully submitted,  
Marilyn Hanson, Aboriginal Education Teacher  
West Boundary, Greenwood & Midway Elementary Schools

## Grade 1/2 at West Boundary Elementary Reflecting on Their Aboriginal Learning

Alec

My favourite activity in Fine Arts class was:



Dancing in my Regalia

The hardest Fine Arts activity was:

The Polar Express play.

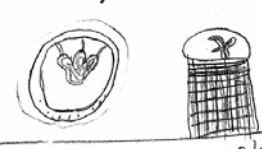


Next year, in Fine Arts, I hope we:

Do more aborigine crafts and dancing.

Emilly!

My favourite activity in Fine Arts class was:



My favourite activity was playing the drums in the jim with Mrs. Macfarlens class in. Grade three and four class it was a lot of fun.

The hardest Fine Arts activity was:



The hardest activity in fine art was making the regalia with the grade sixes and seven. Came down to the grade one and two class.

Next year, in Fine Arts, I hope we:

make drums.

## Grade 2/3 at J.A. Hutton, after studying "Gift of the Inuksuk" responded with poetry to the Inuksuk setting and by listening with their hearts to the inspiring thoughts of their own inner Inuksuk.

Inuksuk

I see sun shining bright  
 Trees I hear your rustling in the forest  
 Hi little boy I will direct you to your house  
 Little boy go! I see danger coming  
 Inuksuk see the pretty violet flowers  
 Mountains you are like a needle  
 Coyote howling in the forest  
 Inuksuk I am your closest friend  
 Inuksuk I see a fox in the distance  
 Inuksuk I see a bear feeding his cub

By Jesse Phelps



Inukshuk

Smoke rises from the tent,  
 Mist swirls through the marshy grass,  
 It comes to me...  
 I look like a statue in a graveyard.

The wind blows,  
 The snow scatters around the flat land,  
 Hunters dash with spears looking for food and fur.  
 They see me now...  
 They now know that no food is here.

The sun shines,  
 The grass catches the cool breeze,  
 It's summer.  
 Children play below my body,  
 They laugh and play...  
 I love children!

People are by me,  
 There is a fire,  
 Girls dance, men joke, children sing,  
 Elders talk, babies cry and giggle,  
 The night is cool.  
 The sky is full of smoke,  
 The smell of salmon is in the air...  
 Everybody feels free.

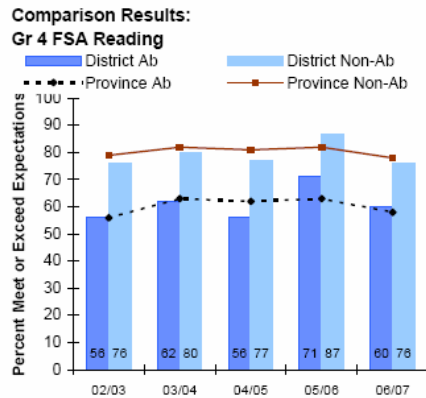
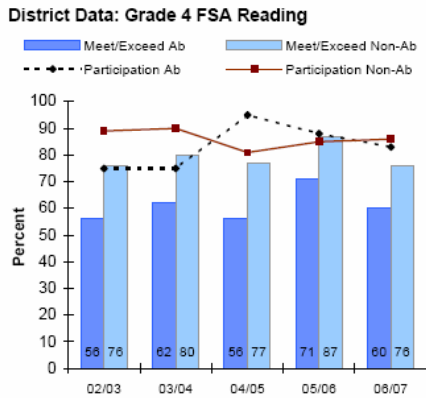
Nobody is outside...  
 It is freezing.

By Ana McGill

# Goal: Improve Student Achievement in Reading and Numeracy

## A. Reading

### Grade 4 Reading Data



Aboriginal Grade 5 Students  
District-Wide Reading Results  
Fall 2007/May 2008

	Level						
	1	2	2.5	3	4	TOTAL	2.5+
Baseline	1	3	2	3	0	9	5
Percent	11.1%	33.3%	22.2%	33.3%	0.0%	100%	55.6%
Final	0	0	1	5	1	7	7
Percent	0.0%	0.0%	14.3%	71.4%	14.3%	100%	100.0%

### COMMENT

Grade 4 Reading FSA results in May 2007 show 60% of Aboriginal students not meeting or exceeding expectations.

District-wide Reading assessments in September 2007 shows 55.6% of these students (same cohort) in grade five meeting expectations (at levels 2.5,3,4 on a five point scale) and the May 2008 results show 100% of these grade five Aboriginal students at levels 2.5,3 or 4 on the five point scale.

**This 2006-2007 grade 4 cohort made significant improvements in grade 5 Reading by May 2008**

Grade 7 Reading FSA results in May 2007 show 52% of Aboriginal students meeting or exceeding expectations (The May 2004 grade 4 FSA past cohort saw 73% meeting or exceeding expectations.) This significant drop in Aboriginal student Reading achievement in this apparent cohort between grade 4 and grade 7 is very concerning.

District-wide Reading assessment at the beginning of English 8 for these students in 2007-2008 show that 54.6% of Aboriginal students meeting or exceeding expectations (at level 2.5,3,4 on a five point scale). At the completion of their grade 8 course 65% of the Aboriginal students met or exceeded expectations.

**This 2006-2007 grade 7 cohort made modest improvements by the end of their grade 8 English course.**

English 10 results for 2006-07 show an improvement with 97% scoring a C- or better. Essentially, Aboriginal student scores are equal to those of their non-aboriginal cohort.

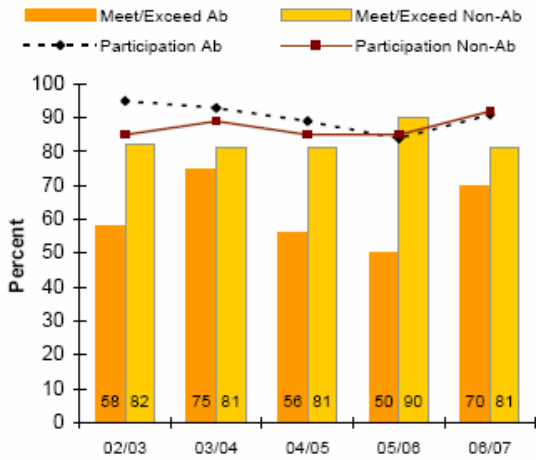
Communications 12 results continues with 100% of Aboriginal students at a C- or better in 2006-07

English 12 results for 2006-07 continues a five year trend of 100% of Aboriginal students with a C- or better.

**In 2006-07, Aboriginal students have maintained or improved their excellent results in English 10, Communications 12 and English 12.**

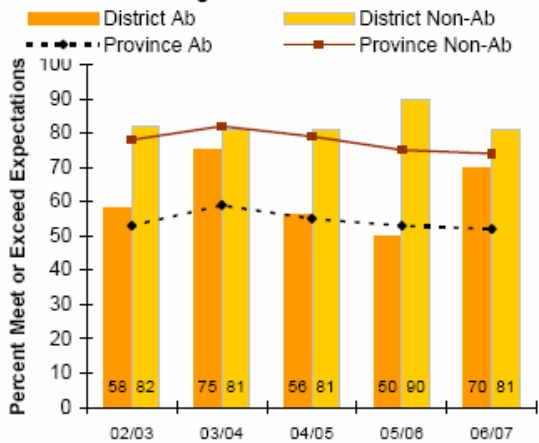
## Grade 7 Reading Data

### District Data: Grade 7 FSA Reading



### Comparison Results:

#### Gr 7 FSA Reading



### Aboriginal Grade 8 Students District-Wide Reading Results Fall 2007/May 2008

	Level					TOTAL	2.5+
	1	2	2.5	3	4		
Baseline	5	5	9	3	0	22	12
Percent	22.7%	22.7%	40.9%	13.6%	0.0%	100%	54.5%
Final	4	3	4	8	1	20	13
Percent	20.0%	15.0%	20.0%	40.0%	5.0%	100%	65.0%

## TARGET

*School District No. 51 has met the target of improving grade 4 Aboriginal student achievement in Reading in the grades 4 and 7 cohorts as they moved into grades 5 and 8.. The target for 2008-2009 calls for continued improvement in the percentage (or actual numbers) of Aboriginal students meeting or exceeding expectations in grade 4 and in their subsequent years as an apparent cohort.*

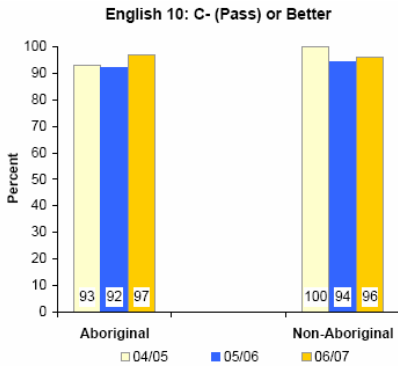
*The target for English 10 has once again been met by increasing the number of Aboriginal students (97%) with a C- or better. In 2008-2009 we would like to improve the total number of grade 10 Aboriginal students receiving a C+ or better .*

*English 12 and Communications 12 have met the improvement target with 100% of students in both courses attaining a C- or better. We would like to maintain that achievement in 2008-2009 and improve the number receiving a C+ or better.*

# English 10, English 12, Communications 12 Data

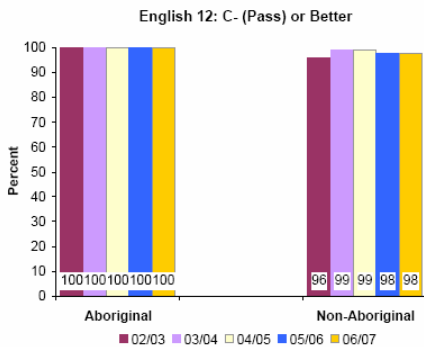
## ENGLISH 10

Final Mark	School Year	Aboriginal						Non-Aboriginal					
		Students Assigned Final Mark		C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark		C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%	#	%	#	%	#	%	#	%
	04/05	27	25	93	13	48	114	114	100	79	69		
	05/06	25	23	92	18	72	105	99	94	71	68		
	06/07	31	30	97	15	48	112	108	96	80	71		



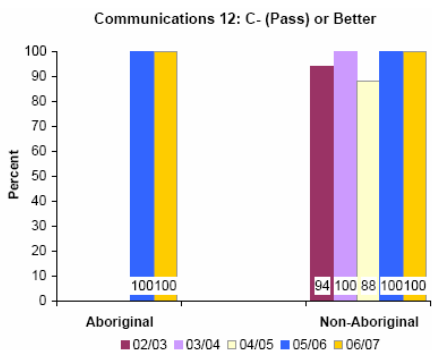
## ENGLISH 12

Final Mark	School Year	Aboriginal						Non-Aboriginal					
		Students Assigned Final Mark		C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark		C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%	#	%	#	%	#	%	#	%
	02/03	10	10	100	5	50	107	103	96	67	63		
	03/04	7	7	100	3	43	111	110	99	71	64		
	04/05	16	16	100	12	75	87	86	99	70	80		
	05/06	11	11	100	8	73	101	99	98	72	71		
	06/07	16	16	100	8	50	94	92	98	63	67		



## COMMUNICATIONS 12

Final Mark	School Year	Aboriginal						Non-Aboriginal					
		Students Assigned Final Mark		C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark		C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%	#	%	#	%	#	%	#	%
	02/03	Msk	Msk	Msk	Msk	Msk	18	17	94	11	61		
	03/04	Msk	Msk	Msk	Msk	Msk	30	30	100	20	67		
	04/05	Msk	Msk	Msk	Msk	Msk	26	23	88	10	38		
	05/06	8	8	100	6	75	22	22	100	12	55		
	06/07	6	6	100	4	67	13	13	100	5	38		



## FOCUS TARGETS: 2008-2009

All of the Focus Targets outlined in 2007-2008 will be continued in 2008-2009. We have found the individual student success plans helpful in focusing on those students that are not meeting expectations in several areas. There will be a greater emphasis is partnering with classroom teachers and parents to further increase student success.

- **Continue:** Increase the number of Aboriginal students who are meeting or exceeding expectations in Reading in grades 1 to 12.
- **Continue:** Aboriginal Program Teachers, Aboriginal Support Workers and School Based Teams will monitor student progress and write a Student Support Plan if any student grades 2 to 12 receives an 'Incomplete' report from any class, fails a provincial exam, does not meet expectations on any Literacy assessment has less than 90% attendance, has an office discipline referral, school suspension or fails a course
- Promote active involvement of students and parents in developing the Student Support Plan
- Secondary Schools to encourage more Aboriginal students to take English 12 in addition to, or instead of Communications 12
- **Continue:** Schools to monitor and support progress of students minimally meeting expectations on district wide Reading Assessment
- **Continue:** to employ Aboriginal Education student support personnel to work with Aboriginal students who are vulnerable in their school achievements.
- **Continue:** Provide homework and tutoring supports in and out of regular class time
- **Continue:** Collaborate with and support community partnerships that provide parent and student support, from preschool to adult
- **Continue:** To search for promising practices that are effective for Aboriginal learners and ensure that teachers are knowledgeable about them.

## B. Numeracy

### Grade 3 Baseline Data, May, 2008 Western & Northern Canadian Protocol Electronic Numeracy Assessment

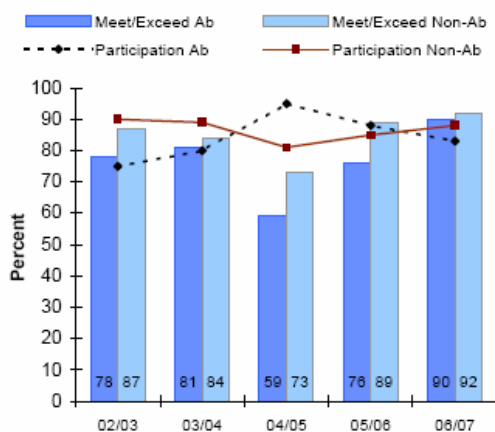
	Aboriginal	Non Ab.
Strand	% Correct	% Correct
Number	61.6%	72.3%
Patterns & Relations	61.1%	72.4%
Statistics & Probability	61.1%	62.7%
Shape & Space	60.3%	72.3%

### COMMENT

*The District did implement a district-wide Numeracy assessment for all grade three students in May 2008 utilizing the WNCPE electronic Numeracy survey for the end of grade3/beginning of grade 4. A baseline was established for grade 3 Aboriginal students at 60.3% to 61.6% correct in all four strands assessed.*

### Grade 4 Numeracy Data

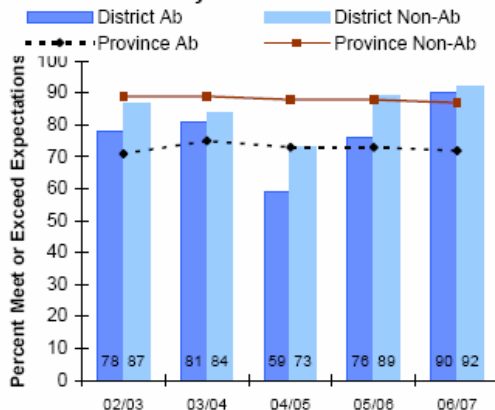
#### District Data: Grade 4 FSA Numeracy



*Grade 4 FSA Numeracy results in 2006-07 show 90% of Aboriginal students meeting or exceeding expectations. In addition, this is a significant improvement over the result of the 2005-06 class when 76% of Aboriginal students met or exceeded expectations.*

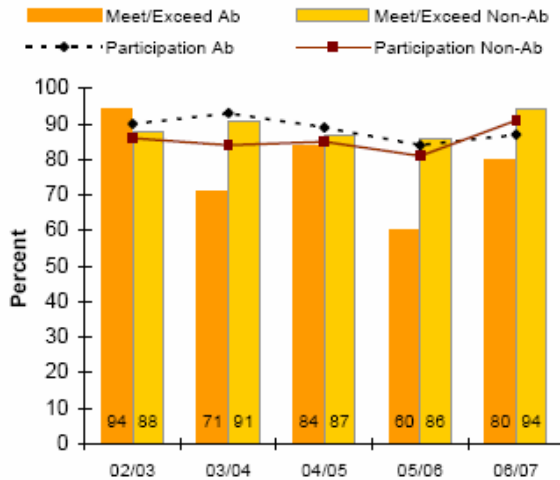
*We are pleased with the steady improvement in Aboriginal student Numeracy achievement over the last three years.*

#### Comparison Results: Gr 4 FSA Numeracy

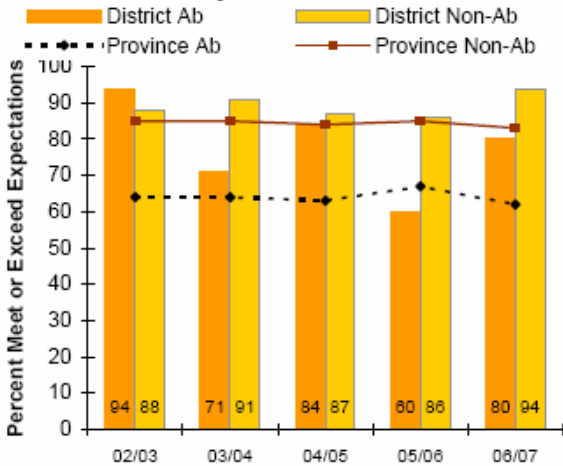


## Grade 7 Numeracy Data

District Data: Grade 7 FSA Numeracy



Comparison Results:  
Gr 7 FSA Numeracy



## TARGET

*School District No. 51 has met the target of improving grade 4 and 7 Aboriginal student achievement in Numeracy. The target for 2008-09 calls for continued improvement in the percentage (or actual numbers) of Aboriginal students meeting or exceeding expectations.*

*Essentials of Math 10, Applications of Math 10 and Principals of Math 10 are all maintaining or improving Aboriginal student success rates. Of concern are the 33% of Aboriginal students who have no final mark for any of the Math 10 courses.*

*Grade 7 Numeracy FSA result for 2006-07 at 80% meeting or exceeding expectations is higher than the 2004-05 result of 60%. In addition, this apparent cohort saw little change from their grade 4 FSA in 2003-04 where 81% met or exceeded expectations.*

*Students who continue to struggle in Numeracy at Secondary School will have a student support plan to assist in improving personal achievement.*

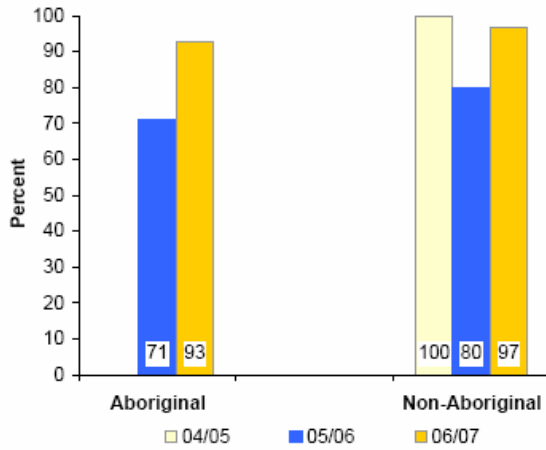
*Essentials of Math 10 results in 2006-07 of 93% with a C- or better is significantly better than the 2005-06 results.*

*Applications of Math 10 saw Aboriginal student enrolment for the first time with 89% achieving a C- or better.*

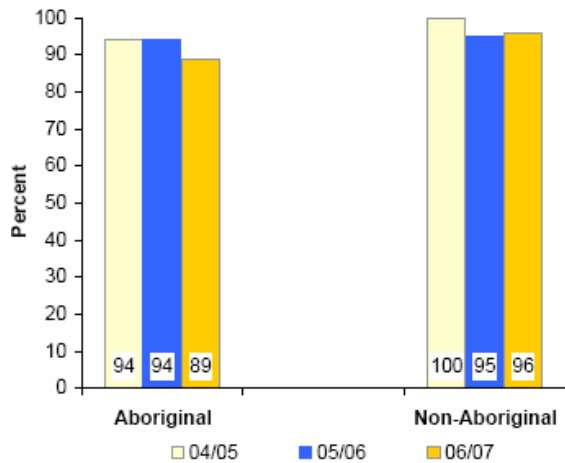
*Principles of Math 10 results in 2006-07 of 89% with a C- or better is slightly lower than 2005-06 (94%).*

*We are pleased that Aboriginal students are able to maintain a good level of success in their Math 10 courses. We are looking to maintain or improve achievement in 2008-09.*

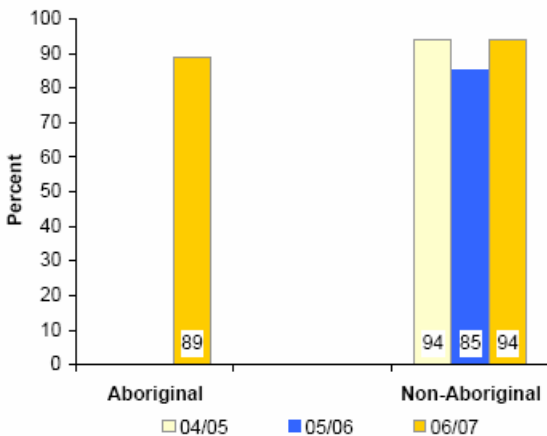
Essentials of Math 10: C- (Pass) or Better



Principles of Math 10: C- (Pass) or Better



Applications of Math 10: C- (Pass) or Better



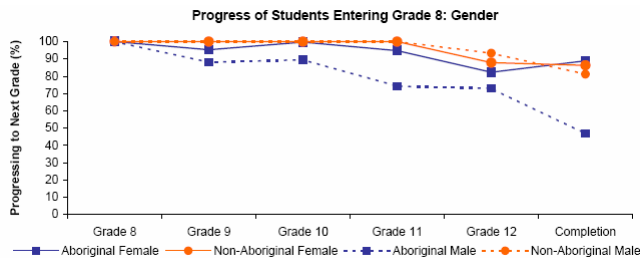
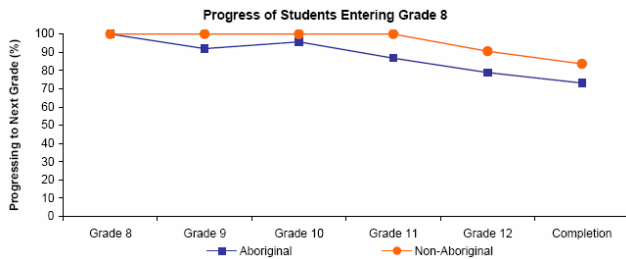
## FOCUS TARGETS 2008-09

- *Aboriginal Teachers and Principals to share Aboriginal student achievement at staff meetings and identify other school based strategies to build on the emerging strengths of these Learners*
- **Continue:** *Aboriginal Program Teachers, Aboriginal Support Workers and School Based Teams will monitor student progress and write a Student Support Plan for any student who receives an 'Incomplete' report from any class, fails a provincial exam, does not meet expectations on any Numeracy assessment, has less than 90% attendance, has an office discipline referral, school suspension or fails a course or is not enrolled in any Math 10 course*
- **Continue:** *Active involvement of students and parents in developing the Student Support Plan*
- **Continue:** *Secondary Schools to encourage more Aboriginal students to take Principles of Math 12*
- **Continue:** *Teachers and schools to monitor and support progress of students not passing the grade 3 electronic Numeracy assessment*
- **Continue:** *To employ Aboriginal Education student support personnel to work with Aboriginal students who are vulnerable in their school achievements.*
- **Continue:** *Provide homework and tutoring supports in and out of regular class time*
- *Collaborate with and support community partnerships that provide parent and student support, from preschool to adult (particularly through the Hutton Strong Start Centre and all school based Family Centres*
- **Continue:** *To search for promising practices that are effective for Aboriginal learners and ensure that teachers are knowledgeable about them*

# Goal: Improve Six Year School Completion Rates

## PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2001

School Year	Grade	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
01/02	8	100	100	100	100	100	100
02/03	9	92	95	88	100	100	100
03/04	10	96	100	90	100	100	100
04/05	11	87	95	74	100	100	100
05/06	12	79	82	73	91	88	93
06/07	Completion	73	89	47	84	86	81



## COMMENT

The number of Aboriginal students who completed school within six years has remained at 73% from June 2006 and June 2007. Non-Aboriginal student completion has remained at 83% to 84%.

We have noted a vast discrepancy between Aboriginal female school completion (89% in June 2007) and Aboriginal male completion (47% in June 2007). This is a big concern and will be addressed with identification of additional strategies at the secondary schools and with the Boundary Aboriginal Education Advisory Council.

## TARGET

School District No. 51 has maintained the school completion rate at 73% in 2006-07. Our target is to have 80% of Aboriginal students complete school within six years.

## FOCUS TARGETS: 2008-2009

- To improve the number of male Aboriginal students who complete their education within six years.
- Aboriginal Program Teachers, Aboriginal Support Works and School-Based Teams will monitor student progress and write a Student Support Plan if any student grades 2 to 12 receives an 'Incomplete' report from any class, fails a provincial exam, does not meet expectations on any Literacy or Numeracy assessment, has less than 90% attendance, office discipline referral, school suspension or fails a course.
- Involve school staff, students and parents in developing Student Support Plans to improve the Aboriginal student completion rate.

# Appendices

# District-Wide Reading Assessment Results - 2007-2008

## ABORIGINAL

## NON-ABORIGINAL

### Grade One

Gender	Aborig	ESL	IEP	Blank 1	Blank 2	Level					TOTAL	2.5+	
						1	2	2.5	3	4			
---	Yes	---	---	---	---	Baseline	2	3	1	2	0	8	3
						Percent	25.0%	37.5%	12.5%	25.0%	0.0%	100%	37.5%
						Final	1	3	2	5	3	14	10
						Percent	7.1%	21.4%	14.3%	35.7%	21.4%	100%	71.4%

Gender	Aborig	ESL	IEP	Blank 1	Blank 2	Level					TOTAL	2.5+	
						1	2	2.5	3	4			
---	No	---	---	---	---	Baseline	13	16	5	14	6	54	25
						Percent	24.1%	29.6%	9.3%	25.9%	11.1%	100%	46.3%
						Final	2	16	16	21	25	80	62
						Percent	2.5%	20.0%	20.0%	26.3%	31.3%	100%	77.5%

### Grade Two

Gender	Aborig	ESL	IEP	Blank 1	Blank 2	Level					TOTAL	2.5+	
						1	2	2.5	3	4			
---	Yes	---	---	---	---	Baseline	1	0	5	5	0	11	10
						Percent	9.1%	0.0%	45.5%	45.5%	0.0%	100%	90.9%
						Final	2	0	2	6	2	12	10
						Percent	16.7%	0.0%	16.7%	50.0%	16.7%	100%	83.3%

Gender	Aborig	ESL	IEP	Blank 1	Blank 2	Level					TOTAL	2.5+	
						1	2	2.5	3	4			
---	No	---	---	---	---	Baseline	2	6	24	38	4	74	66
						Percent	2.7%	8.1%	32.4%	51.4%	5.4%	100%	89.2%
						Final	2	6	9	42	17	76	68
						Percent	2.6%	7.9%	11.8%	55.3%	22.4%	100%	89.5%

### Grade Three

Gender	Aborig	ESL	IEP	Blank 1	Blank 2	Level					TOTAL	2.5+	
						1	2	2.5	3	4			
---	Yes	---	---	---	---	Baseline	3	5	10	4	0	22	14
						Percent	13.6%	22.7%	45.5%	18.2%	0.0%	100%	63.6%
						Final	1	2	7	9	2	21	18
						Percent	4.8%	9.5%	33.3%	42.9%	9.5%	100%	85.7%

Gender	Aborig	ESL	IEP	Blank 1	Blank 2	Level					TOTAL	2.5+	
						1	2	2.5	3	4			
---	No	---	---	---	---	Baseline	3	16	27	18	2	64	46
						Percent	4.7%	25.0%	42.2%	26.0%	3.1%	100%	70.3%
						Final	1	3	18	32	14	68	62
						Percent	1.5%	4.6%	24.2%	48.5%	21.2%	100%	83.0%

### Grade Four

Gender	Aborig	ESL	IEP	Blank 1	Blank 2	Level					TOTAL	2.5+	
						1	2	2.5	3	4			
---	Yes	---	---	---	---	Baseline	1	3	13	2	0	19	15
						Percent	5.3%	15.8%	68.4%	10.5%	0.0%	100%	78.0%
						Final	1	1	11	6	0	19	17
						Percent	5.3%	5.3%	57.9%	31.6%	0.0%	100%	89.5%

Gender	Aborig	ESL	IEP	Blank 1	Blank 2	Level					TOTAL	2.5+	
						1	2	2.5	3	4			
---	No	---	---	---	---	Baseline	3	16	34	24	2	79	80
						Percent	3.8%	20.3%	43.0%	30.4%	2.6%	100%	75.9%
						Final	2	5	28	34	15	82	75
						Percent	2.4%	6.1%	31.7%	41.5%	18.3%	100%	91.5%

### Grade Five

Gender	Aborig	ESL	IEP	Blank 1	Blank 2	Level					TOTAL	2.5+	
						1	2	2.5	3	4			
---	Yes	---	---	---	---	Baseline	1	3	2	3	0	9	5
						Percent	11.1%	33.3%	22.2%	33.3%	0.0%	100%	55.6%
						Final	0	0	1	5	1	7	7
						Percent	0.0%	0.0%	14.3%	71.4%	14.3%	100%	100.0%

Gender	Aborig	ESL	IEP	Blank 1	Blank 2	Level					TOTAL	2.5+	
						1	2	2.5	3	4			
---	No	---	---	---	---	Baseline	4	10	35	18	2	69	65
						Percent	5.8%	14.5%	50.7%	26.1%	2.9%	100%	79.7%
						Final	0	4	13	37	11	65	61
						Percent	0.0%	6.2%	20.0%	56.9%	16.9%	100%	93.8%

### Grade Six

Gender	Aborig	ESL	IEP	Blank 1	Blank 2	Level					TOTAL	2.5+	
						1	2	2.5	3	4			
---	Yes	---	---	---	---	Baseline	2	12	9	4	0	27	13
						Percent	7.4%	44.4%	33.3%	14.8%	0.0%	100%	48.1%
						Final	1	8	6	11	1	27	18
						Percent	3.7%	29.6%	22.2%	40.7%	3.7%	100%	66.7%

Gender	Aborig	ESL	IEP	Blank 1	Blank 2	Level					TOTAL	2.5+	
						1	2	2.5	3	4			
---	No	---	---	---	---	Baseline	3	26	49	14	0	92	63
						Percent	3.3%	28.3%	53.3%	15.2%	0.0%	100%	68.5%
						Final	0	15	30	39	2	86	71
						Percent	0.0%	17.4%	34.9%	45.3%	2.3%	100%	82.6%

### Grade Seven

Gender	Aborig	ESL	IEP	Blank 1	Blank 2	Level					TOTAL	2.5+	
						1	2	2.5	3	4			
---	Yes	---	---	---	---	Baseline	4	9	5	1	0	19	6
						Percent	21.1%	47.4%	26.3%	5.3%	0.0%	100%	31.6%
						Final	1	5	5	7	0	18	12
						Percent	5.6%	27.8%	27.8%	38.9%	0.0%	100%	66.7%

Gender	Aborig	ESL	IEP	Blank 1	Blank 2	Level					TOTAL	2.5+	
						1	2	2.5	3	4			
---	No	---	---	---	---	Baseline	7	25	44	17	4	97	65
						Percent	7.2%	25.8%	45.4%	17.5%	4.1%	100%	67.0%
						Final	1	14	27	44	8	94	79
						Percent	1.1%	14.9%	28.7%	46.8%	8.5%	100%	84.0%

# District-Wide Writing Assessment Results - 2007-2008

## ABORIGINAL

## NON-ABORIGINAL

### Grade One

Gender	Aborig	ESL	IEP	Blank1	Blank2	Level					TOTAL	2.5+	
						1	2	2.5	3	4			
---	Yes	---	---	---	---	Baseline	11	3	3	2	0	19	5
						Percent	57.9%	15.6%	15.6%	10.5%	0.0%	100%	26.3%
						Final	1	2	7	3	2	15	12
						Percent	6.7%	13.3%	46.7%	20.0%	13.3%	100%	80.0%

Gender	Aborig	ESL	IEP	Blank1	Blank2	Level					TOTAL	4+	
						1	2	2.5	3	4			
---	No	---	---	---	---	Baseline	31	18	8	15	3	75	3
						Percent	41.3%	24.0%	10.7%	20.0%	4.0%	100%	4.0%
						Final	3	7	26	31	11	78	11
						Percent	3.8%	9.0%	33.3%	39.7%	14.1%	100%	14.1%

### Grade Two

Gender	Aborig	ESL	IEP	Blank1	Blank2	Level					TOTAL	2.5+	
						1	2	2.5	3	4			
---	Yes	---	---	---	---	Baseline	1	3	6	1	0	11	7
						Percent	9.1%	27.3%	54.6%	9.1%	0.0%	100%	63.6%
						Final	2	2	2	6	1	13	9
						Percent	15.4%	15.4%	15.4%	46.2%	7.7%	100%	69.2%

Gender	Aborig	ESL	IEP	Blank1	Blank2	Level					TOTAL	4+	
						1	2	2.5	3	4			
---	No	---	---	---	---	Baseline	8	14	25	22	5	74	5
						Percent	10.8%	18.9%	33.8%	29.7%	6.8%	100%	6.8%
						Final	2	8	25	24	17	76	17
						Percent	2.6%	10.6%	32.9%	31.6%	22.4%	100%	22.4%

### Grade Three

Gender	Aborig	ESL	IEP	Blank1	Blank2	Level					TOTAL	2.5+	
						1	2	2.5	3	4			
---	Yes	---	---	---	---	Baseline	3	1	12	7	0	23	19
						Percent	13.0%	4.3%	52.2%	30.4%	0.0%	100%	82.6%
						Final	2	0	6	12	2	22	20
						Percent	9.1%	0.0%	27.3%	54.5%	9.1%	100%	90.9%

Gender	Aborig	ESL	IEP	Blank1	Blank2	Level					TOTAL	4+	
						1	2	2.5	3	4			
---	No	---	---	---	---	Baseline	2	10	23	26	1	62	1
						Percent	3.2%	16.1%	37.1%	41.9%	1.6%	100%	1.6%
						Final	2	5	21	27	11	66	11
						Percent	3.0%	7.6%	31.8%	40.9%	16.7%	100%	16.7%

### Grade Four

Gender	Aborig	ESL	IEP	Blank1	Blank2	Level					TOTAL	2.5+	
						1	2	2.5	3	4			
---	Yes	---	---	---	---	Baseline	1	5	10	2	0	18	12
						Percent	5.6%	27.8%	55.6%	11.1%	0.0%	100%	66.7%
						Final	0	4	8	5	1	18	14
						Percent	0.0%	22.2%	44.4%	27.8%	5.6%	100%	77.8%

Gender	Aborig	ESL	IEP	Blank1	Blank2	Level					TOTAL	4+	
						1	2	2.5	3	4			
---	No	---	---	---	---	Baseline	4	19	26	28	0	77	0
						Percent	5.2%	24.7%	33.8%	36.4%	0.0%	100%	0.0%
						Final	0	11	31	34	6	82	6
						Percent	0.0%	13.4%	37.8%	41.5%	7.3%	100%	7.3%

### Grade Five

Gender	Aborig	ESL	IEP	Blank1	Blank2	Level					TOTAL	2.5+	
						1	2	2.5	3	4			
---	Yes	---	---	---	---	Baseline	1	2	4	2	0	9	6
						Percent	11.1%	22.2%	44.4%	22.2%	0.0%	100%	66.7%
						Final	0	0	4	3	1	8	8
						Percent	0.0%	0.0%	50.0%	37.5%	12.5%	100%	100.0%

Gender	Aborig	ESL	IEP	Blank1	Blank2	Level					TOTAL	4+	
						1	2	2.5	3	4			
---	No	---	---	---	---	Baseline	7	23	24	19	2	75	2
						Percent	9.3%	30.7%	32.0%	25.3%	2.7%	100%	2.7%
						Final	1	8	28	23	6	66	6
						Percent	1.5%	12.1%	42.4%	34.8%	9.1%	100%	9.1%

### Grade Six

Gender	Aborig	ESL	IEP	Blank1	Blank2	Level					TOTAL	2.5+	
						1	2	2.5	3	4			
---	Yes	---	---	---	---	Baseline	4	5	9	5	0	23	14
						Percent	17.4%	21.7%	39.1%	21.7%	0.0%	100%	60.9%
						Final	3	5	8	6	0	22	14
						Percent	13.6%	22.7%	36.4%	27.3%	0.0%	100%	63.6%

Gender	Aborig	ESL	IEP	Blank1	Blank2	Level					TOTAL	4+	
						1	2	2.5	3	4			
---	No	---	---	---	---	Baseline	8	21	34	19	1	81	1
						Percent	7.4%	26.0%	42.0%	23.5%	1.2%	100%	1.2%
						Final	1	11	34	25	3	74	3
						Percent	1.4%	14.9%	46.0%	33.8%	4.1%	100%	4.1%

### Grade Seven

Gender	Aborig	ESL	IEP	Blank1	Blank2	Level					TOTAL	2.5+	
						1	2	2.5	3	4			
---	Yes	---	---	---	---	Baseline	7	5	7	3	0	22	10
						Percent	31.8%	22.7%	31.8%	13.6%	0.0%	100%	45.5%
						Final	1	5	7	5	0	18	12
						Percent	5.6%	27.8%	38.9%	27.8%	0.0%	100%	66.7%

Gender	Aborig	ESL	IEP	Blank1	Blank2	Level					TOTAL	4+	
						1	2	2.5	3	4			
---	No	---	---	---	---	Baseline	8	27	32	33	5	105	5
						Percent	7.6%	25.7%	30.5%	31.4%	4.8%	100%	4.8%
						Final	8	14	34	31	9	96	9
						Percent	8.3%	14.6%	35.4%	32.3%	9.4%	100%	9.4%

# SCOPE AND SEQUENCE

Subject	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Grade Seven	
Dance	Provide Opportunities for students to observe and later participate in elements of movement	<ul style="list-style-type: none"> <li>Aboriginal dance is performed in many aboriginal communities.</li> <li>There are many kinds of Aboriginal dance.</li> <li>Dance is performed for specific purposes in Aboriginal cultures</li> </ul> <p>Grass dancing is the introductory ceremonial dance. Regalia represents moving grass.</p>				<ul style="list-style-type: none"> <li>Aboriginal dance is performed in many Aboriginal communities.</li> <li>There are many kinds of Aboriginal dance.</li> <li>Dance has specific roles and purposes in traditional and contemporary Aboriginal cultures.</li> <li>Traditional Aboriginal dance is based on specific elements of movement.</li> <li>Metis juggling – two cultures combined – similar steps</li> </ul>			
Music		<ul style="list-style-type: none"> <li>Traditional Aboriginal music is performed in many communities.</li> <li>There many styles of Aboriginal music.</li> <li>Traditional Aboriginal music is created and performed for specific purposes in many Aboriginal cultures.</li> </ul>	Ktunaxa Culture			<ul style="list-style-type: none"> <li>Aboriginal music is performed in many communities.</li> <li>Music has specific roles and purposes in traditional Aboriginal societies.</li> <li>There are similarities and differences between traditional and contemporary Aboriginal music.</li> <li>Aboriginal music is based on specific elements.</li> </ul> <p>Drumming – connection to Mother Earth "heartbeat"</p>			
Fine Arts/Drama		<ul style="list-style-type: none"> <li>Drama is an important aspect of Aboriginal tradition.</li> <li>Storytelling is an important form of Aboriginal drama.</li> <li>Traditional and contemporary Aboriginal dramas are performed within many Aboriginal communities.</li> <li>Traditional and contemporary Aboriginal drama is based on specific themes.</li> </ul>	Retelling the stories			<ul style="list-style-type: none"> <li>Drama is an important aspect of Aboriginal tradition.</li> <li>Storytelling is an important form of Aboriginal drama.</li> <li>Aboriginal dramas are performed in many Aboriginal communities.</li> <li>Drama has specific roles and purposes in traditional Aboriginal ceremonies.</li> <li>Aboriginal dramas are based on traditional Aboriginal themes.</li> <li>There are many Canadian Aboriginal role models in drama.</li> </ul> <p>Okanagan Legends Retelling with masks</p>			
Cultural Arts	Inukshuk sculpture	<ul style="list-style-type: none"> <li>There are many distinct types of Aboriginal art.</li> <li>Aboriginal artists and their work can be found in local communities.</li> <li>Art has specific purposes in Aboriginal cultures.</li> <li>Aboriginal art is based on traditional Aboriginal themes.</li> <li>Ownership of art or images has a unique meaning in Aboriginal cultures</li> </ul>	Masks – raven, hummingbird Totem poles		<p>OLYMPICS Rainsticks Vests Finger weaving Pine needle baskets Masks – box corner, paper Oil pastels *Inuit compared to Sinixt elements</p>	<ul style="list-style-type: none"> <li>Aboriginal art is distinct and diverse</li> <li>Aboriginal cultures create art for ceremonial and functional purposes.</li> <li>Aboriginal art is based on traditional design elements.</li> <li>Traditional Aboriginal artistic traditions employed specific materials, tools, and processes.</li> <li>Many Aboriginal artists' lives and works are positive examples for others.</li> </ul>			
		<p>Painting – paper Wax resist Directed drawing Colouring Soap carving</p>	Pouches – felt/leather Beading			<p>Talking stick Question feather Drawing Printmaking Drum making Rattles, paddles Painting – paper Acrylic painting (canvas)</p>			
Home Economics		Bannock/Cornbread			<p>Aboriginal peoples developed distinct foods, medicines and clothing Aboriginal foods are distinct and specific to local communities. Clothing – Metis presentation Smoked Salmon</p>				
Social Studies		<ul style="list-style-type: none"> <li>Aboriginal people are unique and diverse.</li> <li>Elders have an important role in traditional Aboriginal societies.</li> <li>The family is an important social structure in Aboriginal societies.</li> <li>The Aboriginal concept of respect has specific meaning and value.</li> <li>Aboriginal peoples developed distinct foods, medicines, and clothing.</li> <li>Traditional Aboriginal tools are used in many Aboriginal communities.</li> <li>Aboriginal peoples developed many technologies used</li> </ul>			Expeditions		<ul style="list-style-type: none"> <li>Art is an important part of Aboriginal culture.</li> <li>Aboriginal peoples have made important contributions to Canadian culture.</li> </ul>		

cont'd on next page

## SCOPE AND SEQUENCE (cont'd)

	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Grade Seven
Social Studies cont'd		<ul style="list-style-type: none"> <li>today.</li> <li>Traditional Aboriginal activities and lifestyles changed with the seasons.</li> <li>Aboriginal communities have distinct forms of local government.</li> </ul>						
			Claire and Her Grandfather Building and Aboriginal community Potlatch					
Science		<ul style="list-style-type: none"> <li>The Aboriginal concept of respect for the environment has a specific importance and meaning.</li> <li>Traditional Aboriginal cultures used natural resources for transportation, shelter, and food gathering.</li> <li>Traditional Aboriginal activities and lifestyles changed with the seasons.</li> </ul> <p style="text-align: center;">Life cycles Indigenous animals and plants Animal tracks/scat</p>					Trapping ←→ Metis presentation	
					Billy Metcalf presentation			
Physical Education		<ul style="list-style-type: none"> <li>There are many traditional Aboriginal games and sports.</li> <li>Games and sports have specific values in Aboriginal cultures.</li> <li>Traditional Aboriginal dance is based on specific movement elements.</li> </ul>			Indigenous Games - (S.D. 59 website) Aboriginal Day Celebrations Expeditions - Inuit presentation			
						<ul style="list-style-type: none"> <li>There are many traditional Aboriginal games and sports.</li> <li>Games and sports have specific values in Aboriginal cultures.</li> <li>Traditional Aboriginal dance is based on specific movement elements.</li> </ul>		
English Language Arts	The Raven Whale in the Sky - oral Bear Soup Ancient Thunder The Gift	<ul style="list-style-type: none"> <li>Aboriginal cultures pass knowledge from generation to generation through an oral tradition.</li> <li>Storytelling is an important activity in Aboriginal cultures.</li> <li>Participation in Aboriginal storytelling and other group activities requires effective and responsible listening behaviours.</li> <li>Aboriginal peoples create stories, poems, plays and legends based on specific themes.</li> <li>Many Aboriginal stories, poems, plays, and legends have been written down and published by Aboriginal authors.</li> </ul>			<ul style="list-style-type: none"> <li>Storytelling is an important activity in Aboriginal cultures.</li> <li>Many values and beliefs are inherent in an expressed through traditional Aboriginal stories.</li> <li>Traditional Aboriginal stories are based on specific elements and themes.</li> <li>Aboriginal myths and legends have specific purposes and distinct characteristics.</li> <li>Traditional Aboriginal stories, poems, plays, and legends express the uniqueness of each Aboriginal culture.</li> </ul>		<ul style="list-style-type: none"> <li>Clan and lineage, survival, rules of living, trickster, and family stories are important kinds of traditional Aboriginal stories.</li> <li>Many Aboriginal stories, poems, plays, and legends have been written down and published by Aboriginal authors.</li> <li>Aboriginal peoples are portrayed in various ways in the media and literature.</li> </ul>	
		Polar Bear's Gift			DVD - Raven Tales			
			Lessons from Mother Earth		Trilogy of OK Legends How Food Was Given White Spirit Bear		The Most Beautiful Thing I Know About Horses The Girl Who Loved Wild Horses Ancient Thunder The Long March The Ghost Canoe Call it courage Brother Eagle Sister Sky The Canoe - reference	
		Whale in the Sky Cheryl's Potlatch						
			Star People					
				The Frog Mountain Story				
			Legend of the Blue Bonnet Tale of the Great White Fish		Secret of the Dance The Red Sash Eagle Boy Frog Girl Storm Boy The Button Blanket - reference Potlatch a Tsimsikian Celebration			
English Language Arts (cont'd)				Shi-Shi-Etko				
		First Salmon	Solomon's Tree					
		Salmon for Simon Salmon Stream						
		Salmon Forest						
			Legend of Indian Paintbrush					
			Totem Poles Kumak's Fish					
				The Whale Snow Beyond the Northern Lights		Little Bear's Vision Quest		
				Learning Circle Books				

## Primary Aboriginal Survey (K-3) - Spring 2008

School District 51

**All Participants      Averages**

### 13 Questions

Order	Question	Averages
3	What does the word Aboriginal mean?	<b>1) about the first people 103....78.03 %</b> <b>2) about the dinosaurs 10.... 7.58 %</b> <b>3) about the cavemen 19....14.39 %</b>
4	Are there students with Aboriginal ancestry in your school?	<b>1) yes 77....58.33 %</b> <b>2) no 55....41.67 %</b>
5	Have you heard the term "All my Relations"?	<b>1) yes 45....34.09 %</b> <b>2) no 87....65.91 %</b>
6	Have you had an opportunity to learn about Aboriginal people and culture in your classroom?	<b>1) yes 94....71.21 %</b> <b>2) no 38....28.79 %</b>
7	I have learned about Aboriginal people from (check all that apply):	<b>1) teachers 98....39.52 %</b> <b>2) family 45....18.15 %</b> <b>3) friends 36....14.52 %</b> <b>4) T.V. 69....27.82 %</b>
8	Louis Riel was a leader of which native group?	<b>1) Inuit 38....28.79 %</b> <b>2) Metis 60....45.45 %</b> <b>3) Halda 34....25.76 %</b>
9	I have Aboriginal ancestry	<b>1) yes 43....32.58 %</b> <b>2) no 89....67.42 %</b>
10	Bannock is a	<b>1) jelly 21....15.91 %</b> <b>2) bread 72....54.55 %</b> <b>3) fish 39....29.55 %</b>
11	Traditional Aboriginal foods include?	<b>1) pizza 16....11.85 %</b> <b>2) salmon 110....81.48 %</b> <b>3) hamburger 9.... 6.67 %</b>
12	What is a potlatch?	<b>1) cooking pan 30....22.73 %</b> <b>2) lock 20....15.15 %</b> <b>3) celebration 82....62.12 %</b>
13	Why is the talking stick used in talking circles?	<b>1) to show respect while others talk 106....80.30 %</b> <b>2) to keep people away 9.... 6.82 %</b> <b>3) to start a fire 17....12.88 %</b>

## Intermediate/Secondary Aboriginal Survey - Spring 2008

School District 51

**All Participants    Averages**

### 14 Questions

Order	Question	Averages	
3	In Canada "Aboriginal" includes which of the following groups	1) Metis 2) First Nations 3) Inuit 4) All of the above	31.... 5.72 % 104....19.19 % 11.... 2.03 % 396....73.06 %
4	People with Aboriginal heritage make up approximately what percentage of the population of our school district?	1) 0 % 2) 5% 3) 15% 4) 50%	19.... 3.51 % 223....41.14 % 252....46.49 % 48.... 8.86 %
5	I have learned about Aboriginal culture from: (Check all that apply.)	1) school 2) family 3) community 4) media (TV, video, books, magazines, etc.) 5) peers 6) other	473....37.13 % 182....14.29 % 145....11.38 % 237....18.60 % 94.... 7.38 % 143....11.22 %
6	I have Aboriginal heritage.	1) Yes 2) No	120....22.14 % 422....77.86 %
7	Historically the First Nations people that occupied the Boundary area were:	1) Haida, Shushwap, and Metis 2) Cree, Siksika, and Mohawk 3) Sinixt, Ktunaxa, and Okanagan	230....42.44 % 111....20.48 % 201....37.08 %
8	Which historical leader is associated with the Metis people?	1) Tecumseh 2) Louis Riel 3) Poundmaker 4) Jacques Cartier	116....21.40 % 254....46.86 % 70....12.92 % 102....18.82 %
9	Pemmican is made from	1) flour and water 2) meat, berries and fat 3) dried fish 4) roots and bark	93....17.16 % 351....64.76 % 46.... 8.49 % 52.... 9.59 %
10	Traditional Aboriginal foods in our area include:	1) salmon, deer, berries 2) salmon, abalone, oolichan 3) corn, squash, beans 4) caribou, seal, char	424....78.23 % 34.... 6.27 % 50.... 9.23 % 34.... 6.27 %
11	The number 4 is significant to Aboriginal culture because it represents all of the following except:	1) 4 directions 2) 4 seasons 3) 4 races 4) 4 oceans	74....13.65 % 210....38.75 % 150....27.68 % 108....19.93 %
12	Culturally significant objects from our area include all but one of the following:	1) drums 2) talking sticks 3) button blankets 4) medicine wheel	125....23.06 % 88....16.24 % 167....30.81 % 162....29.89 %
13	Aboriginal rock paintings (pictographs) in our area can be found	1) at Christina Lake 2) near Rock Creek 3) at the top of Mount Baldy 4) at Phoenix	247....45.57 % 195....35.98 % 47.... 8.67 % 53.... 9.78 %
14	I have learned about Aboriginal people/culture in the following classes during this school year: (check all that apply.)	1) Social Studies/History 2) English/Language Arts 3) Science 4) Math 5) Art/ Music 6) Physical Education 7) Practical Arts/Technology 8) First Nations Studies 9) Other	400....35.43 % 123....10.89 % 59.... 5.23 % 36.... 3.19 % 109.... 9.65 % 39.... 3.45 % 49.... 4.34 % 145....12.84 % 169....14.97 %