

INDIGENOUS Framework (FESL) Board Presentation

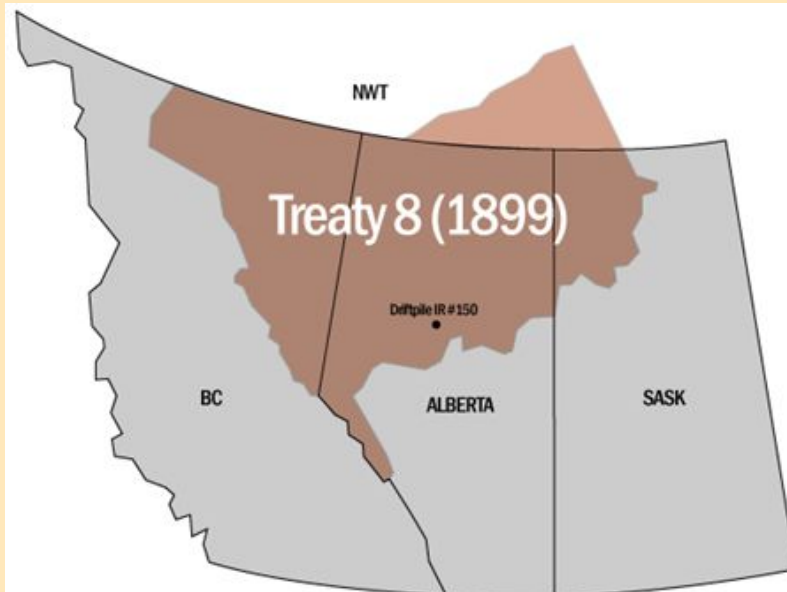
March 1, 2021

Pat Jansen & Carleen Andrews



Je aa haanache' or Welcome!

Please, recognize we reside on the Traditional Territory of the Tsaa? Dane, within Treaty 8.



SD 60 - Indigenous Student Demographics:

2019-20 HAWD REPORT SUMMARY



Aboriginal Students: How Are We
Doing?.(PDF) (XLXS)

YEARS (last five)	# ALL STUDENTS	INDIGENOUS STUDENTS	%	OFF-RESERVE	ON -RESERVE	%
AVERAGE 2015-2020	6,337	1,365	22%	1,255	110	9%



ISSW	YCW	(.5) Support Teachers	Transition Coach	Administration Secretary	Total
17	6	6.5	3.5	2	38 staff



SWEETGRASS - is woven with three strands, representing mind/body/spirit - it is a cleansing / prayer plant. Some Indigenous people believe it creates positive thoughts.

THREE GOALS / STRANDS

1. Student Strand



2. Educator Strand

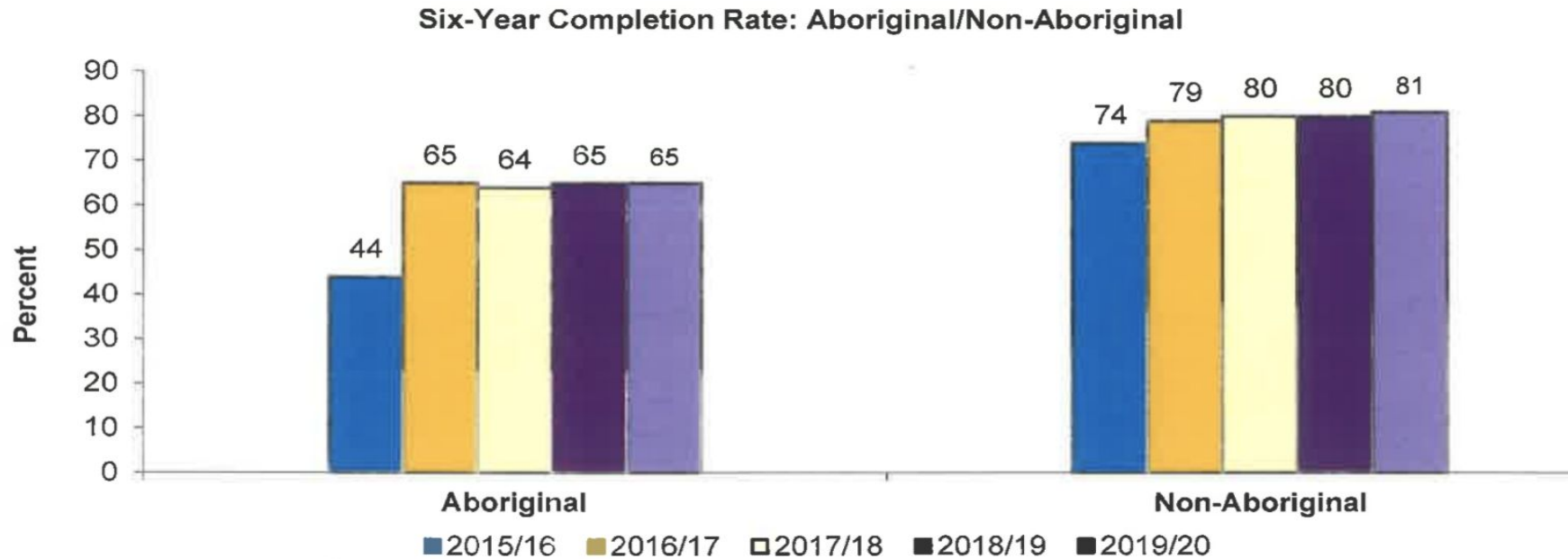


3. Community Strand



Goal #1 STUDENT Strand

To improve the academic success, graduation rates and career options for all Indigenous students



	Year	Females	Males
Five - Yr Completion Rate	2019-20	51%	66%
Six Yr Completion Rate	2019/20	61%	70%

SD No 60 - Six-Year Completion Rate



Year	ABORIGINAL	NON-ABORIGINAL	GAP (lower the better)
2013/14	34%	75%	-41
2014/15	55%	71%	-16
2015/16	44%	74%	-30
*2016/17	65%	79%	-14
2017/18	64%	80%	-16
2018/19	65%	80%	-15
2019/20	65%	81%	-16

*** best in over 10 years!**

HAWD REPORT

2016-2020 - pattern of success, more work needs to be done...



- In **2019/20** on the **Grade 4 Reading** Comprehension assessment, **68%** of Indigenous students were “On Track” or “Extending” expectations on the revised FSA compared to **81%** Non-Indigenous students

-3

- In **2019/20** on the **Grade 4 Numeracy** assessment, **58%** of Indigenous students were “On Track” or “Extending” expectations on the revised FSA compared to **62%** of Non-Indigenous students

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- In **2019/20** on the **Grade 7 Reading** Comprehension assessment, **64%** of Indigenous students were “On Track” or “Extending” expectations on the revised FSA compared to **81%** of Non-Indigenous students

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- In **2019/20** on the **Grade 7 Numeracy** assessment, **38%** of Indigenous students were “On Track” or “Extending” expectations on the revised FSA compared to **59%** of Non-Indigenous students

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Indigenous Student's Educational & Career Journey



NENAS CAREER FAIR DAY



Goal # 2 EDUCATOR(s) Strand (Charmaine Chretien & Diane Barclay)

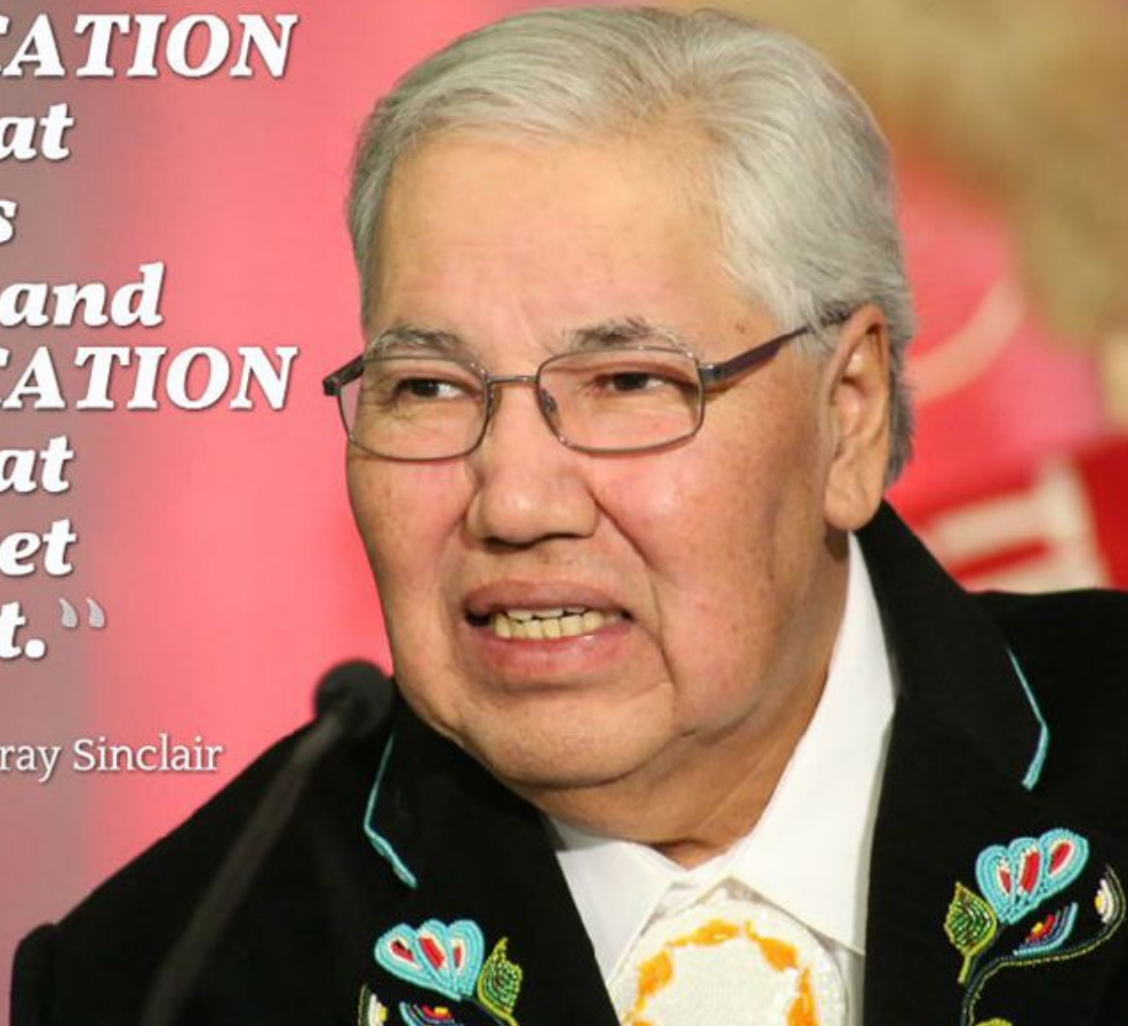


Making The Shift in Thinking:

FROM...	TO...
covering curriculum.....	engaging students through inquiry
subjects and courses.....	flexible, both interdisciplinary and disciplinary
learning outcomes.....	big ideas, relevant, meaningful, learning standards
measuring and assessing.....	descriptive feedback, developing competencies (core & curricular)
evaluation and grading.....	learner profiles, communicating student learning

**“EDUCATION
is what
got us
here, and
EDUCATION
is what
will get
us out.”**

Justice Murray Sinclair



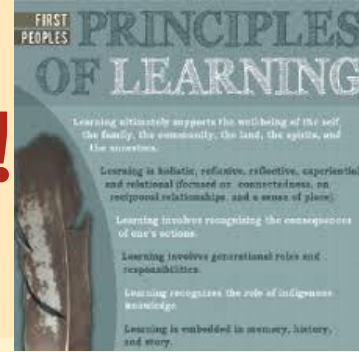
Chair for
Canada's
Truth &
Reconciliation

Calls to Action - Education #s: 6-12 & 62-65

We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:

- i. Providing sufficient funding to close identified educational achievement gaps within one generation.**
- ii. Improving education attainment levels and success rates.**
- iii. Developing culturally appropriate curricula.**

BC Curriculum - Exciting times!



Aboriginal Perspectives and Knowledge- Aboriginal culture and perspectives, have been integrated throughout all areas of learning. For example, place-based learning and emphasis on Indigenous ways of knowing reflect the “First Peoples Principles of Learning” in the curriculum.

BC Ministry of Education Website.

The goal is, to develop the educator competence to enable critical thinking within an Indigenous paradigm. Staff development includes activities that enable shared understanding, cultural competence and a history of local knowledge in order to support authentic Indigenous experiences.

- Jan 27, 2020 Indigenous Curriculum Day



- April 23, 2020 Indigenous Curriculum Day
- Dr Niigaan Sinclair, Professor University of Manitoba
- “Teaching Truth & Reconciliation in the classroom” Manual, strategies



NPSS RTI Mitigation Plan

NPSS Indigenous Support Team:

Indigenous Support Teacher: Naomi Broadhead

Youth Care Workers: Carmen Davies & Jolene Drschiwiski

First Nations Youth Care Worker: Melanie Jansen

Director of Instruction:

Carleen Andrews

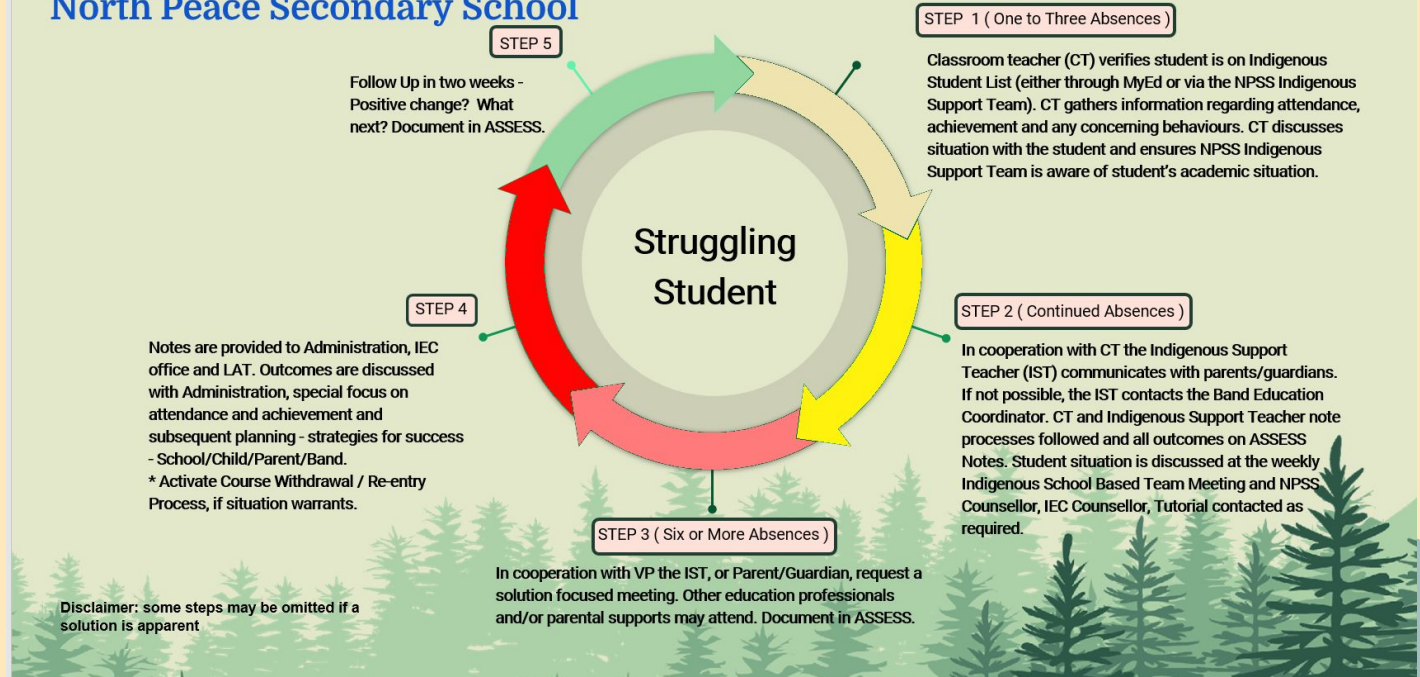
Current as of February 3, 2021

District Indigenous Education Centre Support:

Indigenous Education Principal: Pat Jansen

Indigenous Support Teacher: Chris Neufeldt

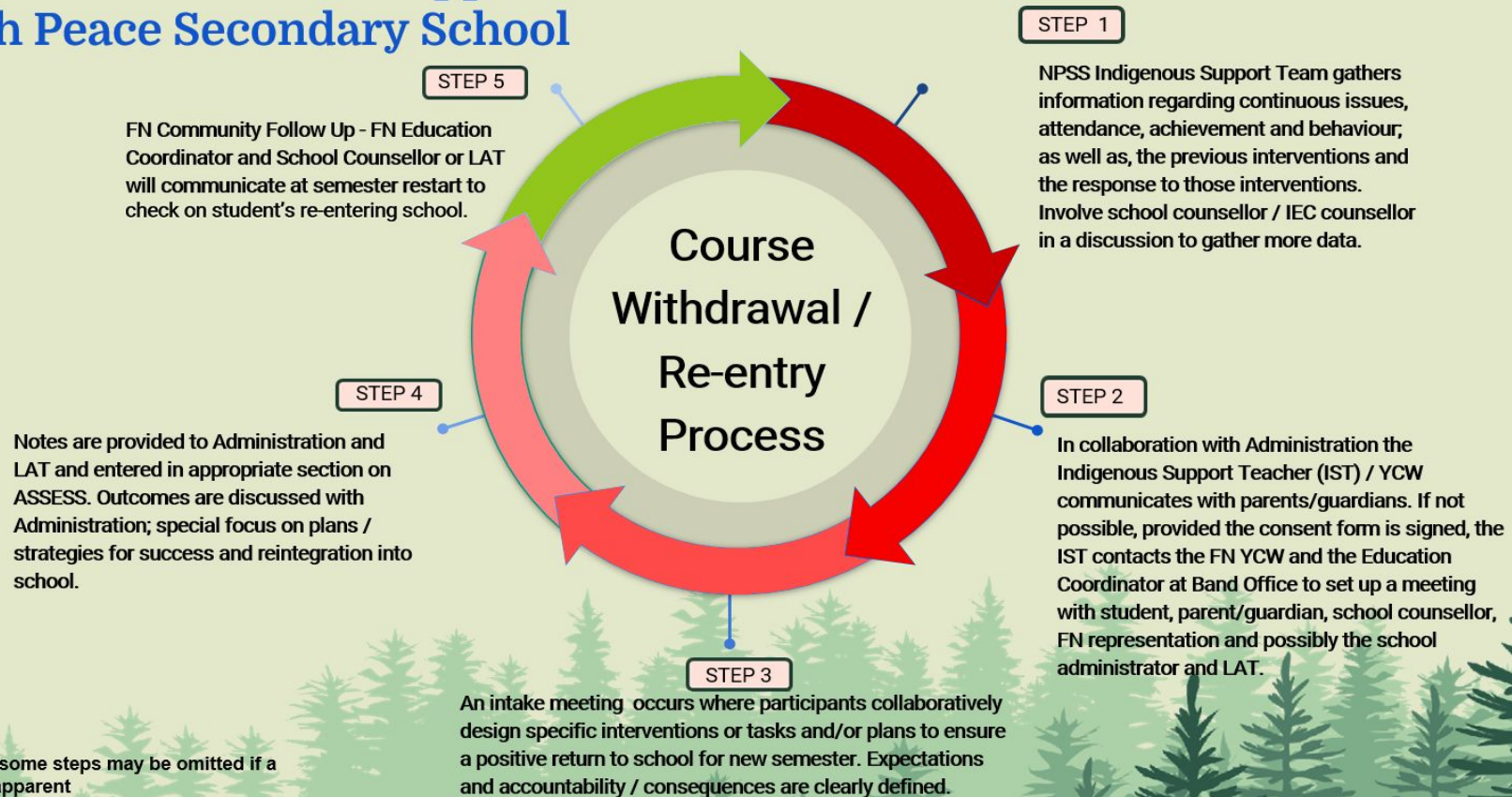
Local Education Agreement First Nations Student Support Process North Peace Secondary School



Local Education Agreement

First Nations Student Support Process

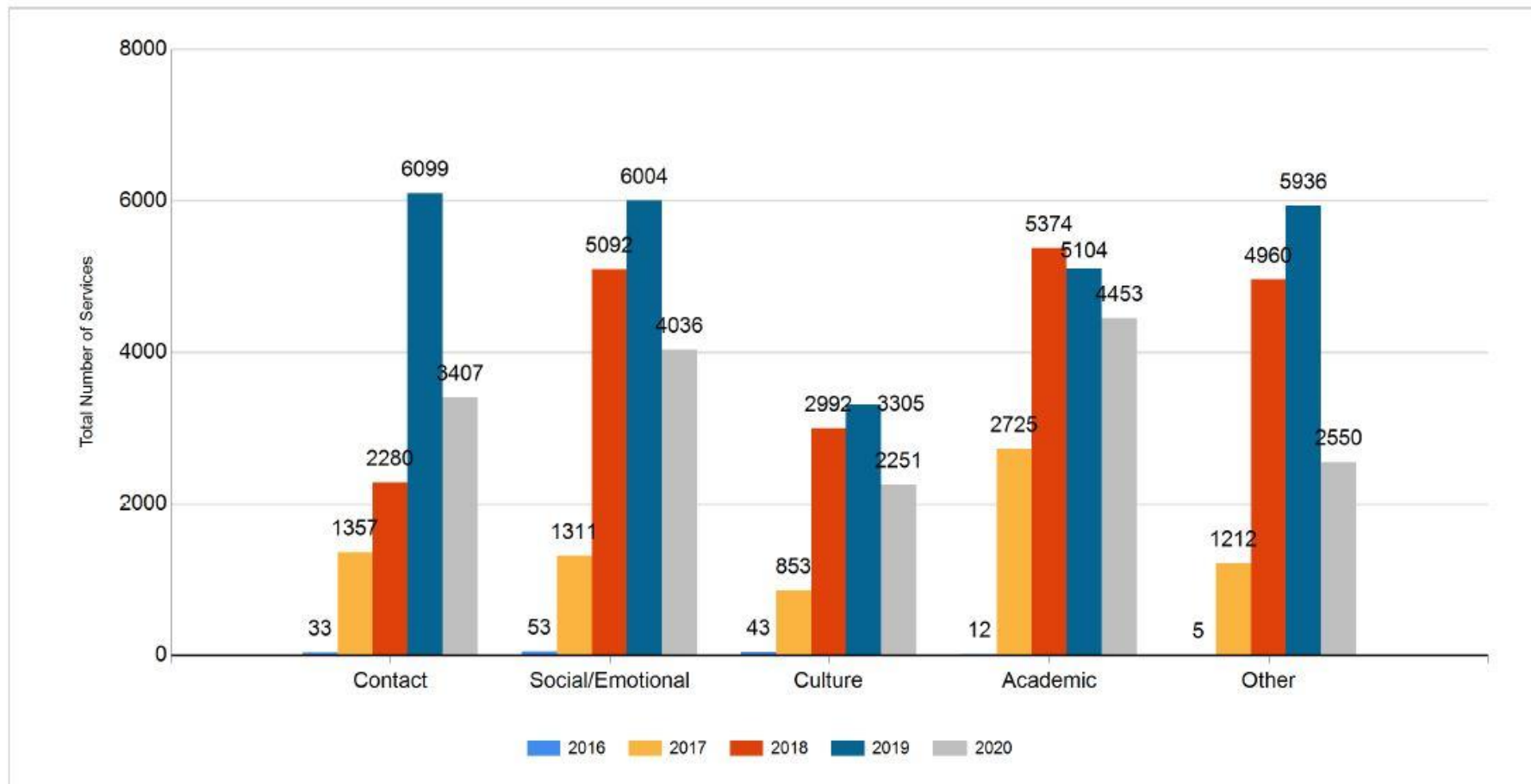
North Peace Secondary School



Aboriginal Services Summary Trending Report

Collection Month: All Months

For: District



Goal #3 COMMUNITY Strand

It is intended to develop an appreciation of relationships between students, parents, Indigenous organizations and local First Nations communities. The former is essential as we address the TRC Educational Calls-to-Action.

INDIGENOUS EDUCATION ADVISORY COUNCIL



- Treaty 8
- First Nations; Doig, Blueberry, Halfway
- Northern Lights College
- Metis ASETS (Aboriginal Skills & Employment Training Strategy)
- NENAS
- FSJ Friendship Centre
- FSJ Metis Society
- NENAN
- ELDER
- PARENTS
- STUDENT
- School District No 60 (non-voting)

**Alaska Highway
News**

JUNE 23, 2020

04:58 PM

**LOCAL
EDUCATION
AGREEMENT
SIGNING**

**Halfway River
First Nation and
SD 60**

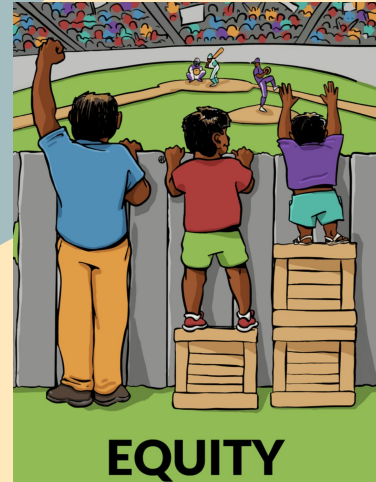


A. LEA Presentations:

1. Five Schools - spring brk
2. Seven Band mtgs

B. Equity Scan

The end goal is to build awareness and understanding of what equity in education is and ultimately work together to close the achievement gap of Indigenous students.





Wuujo Aasanaláá
(thank you in Beaver)