



Executive Summary

School District No. 73 (Kamloops-Thompson) (also referred to as the District and as SD73) acknowledges that we reside in Secwepemcúl'ecw and recognizes the Secwepemc People as the keepers of their traditions and knowledge. The District believes that a 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 experience of every student. Ensuring equity is the foundation for improving student achievement and is central to each learner's experience and engagement.

As outlined in the [Aboriginal Education Enhancement Agreement \(2016–2022\)](#) (also referred to as the Agreement), all students must have the opportunity to develop toward the fulfillment of their individual potential. Toward this objective, in 2016, the Aboriginal Education Council (AEC) and the District collaboratively implemented the fourth Aboriginal Education Enhancement Agreement. Respectful, inclusive and ongoing consultations between SD73 and its Aboriginal partners resulted in this Agreement, which is 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 District Aboriginal learners. The four goals of the Agreement are outlined later in this report.

Targeted enhancement funding, which is provided to SD73 by the Ministry of Education, is spent on enhancing Aboriginal education programs and services to Aboriginal learners. Such funding is not used to replace other funded programs, such as inclusive education or English language learning (ELL), nor is it used to deliver the provincial curriculum.

Instead, in partnership and collaboration with the aforementioned AEC, the District allocates this funding and oversees the interest of all District Aboriginal learners in the areas of academic, social-emotional, cultural and language enhancements that improve such learners' school experience and academic achievement.

Targeted Aboriginal educational enhancement funding based on 2823 full time equivalent (FTE) students for 2019–2020 is shown in Chart 1 in the Funding and Budget Summary of this report.

Action Items

To address the continued educational achievement improvements, the following action items will be addressed during the 2020–2021 school year.

The District will:

- Explore partnerships with Thompson Rivers University (TRU) to develop training for Aboriginal Education workers and teachers.
- Finalize mutually agreed upon Local Education Agreements (LEAs) between each local Secwepemc First Nation and the Board of Education.
- Develop a District Aboriginal Parent Advisory Council (DAPAC) to represent Aboriginal voice and advocacy, as well as to foster a culture of inclusion and acceptance.

Action Items

- Create a District Aboriginal Student Leadership Council (DASLC) for Aboriginal learners in grades 8 through 12.
- Expand the number of professional development opportunities to increase staff members' capacity to build effective social-emotional skills and trauma-informed practice.
- Develop quarterly Aboriginal newsletters and regular AEC bulletins for parents, in order to improve communication and better inform students and families about educational programs and services.
- Create a District-wide system of accountability to ensure that each school is monitoring the success of its Aboriginal learners, as evidenced in each School Learning Plan.
- Create a working group dedicated to improving the completion rates of Aboriginal learners through monitoring student attendance, well-being and achievement so that timely interventions can be implemented.
- Outline, in its Aboriginal Education Annual Report 2020–2021, the results of the Non-Fiction Reading Assessment and District Numeracy Assessment for Aboriginal learners, as well as the literacy and numeracy achievement of grades 10 and 12 Aboriginal learners.
- Through the Aboriginal School Lead Sessions, support learning about the Aboriginal people in the region and support learning about cultural sensitivity, Truth and Reconciliation and the impact of colonialism in Canada.
- Create a plan to construct a traditional winter house at McQueen Lake Environmental Education Centre.
- To align with the District plan, develop a strategy to acknowledge and celebrate National Indigenous Peoples Day (June 21).
- Create a District powwow to provide an opportunity for students District-wide to appreciate and celebrate Secwepemc culture.
- Increase the number of KAIROS Blanket Exercise lessons in the District to foster truth, understanding, respect and reconciliation among Indigenous and non-Indigenous people.
- Develop a plan to enhance the support of early Aboriginal learners.
- Develop a current language curriculum to offer Secwepemctsin in District schools.

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

This report outlines progress, through a review of the use of targeted enhancement funding and educational achievement outcomes, on the District's commitment to the Aboriginal Education Enhancement Agreement.

