



# **Education Enhancement Agreement**

**between**

**SD #78 First Nations**

**and**



**School District #78 (Fraser-Cascade)**

**November 25, 2011**





**SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)**  
**Aboriginal Education Enhancement Agreement**  
**2011-2016**



**1. PREAMBLE:**

The Aboriginal Education Council (AEC) includes representatives from School District No. 78 (Fraser-Cascade), Boston Bar First Nation, Boothroyd Indian Band, Chawathil First Nation, Sts'ailes (Chehalis) Band, Cheam First Nation, Peters Band, Union Bar Band, Seabird Island Band, Spuzzum First Nation, Scowlitz First Nation, Shxw'owhamel First Nation, Skawahlook First Nation, Yale First Nation, Off-Reserve (as defined in the 'Definitions' section) representation from Agassiz and Hope, **representation from Métis Nation BC**, the Superintendent of Schools, the Director of Instruction and the District Aboriginal Education Coordinator. The AEC respects and honours the special relationship that exists between the School District and the Stō:lo, Yale and Nlaka'pamux Nations in whose traditional territories we reside.

The AEC mission statement states that our mission is to “provide and support programs for First Nation Learners which promote academic success, positive self-esteem and cultural awareness in cooperation with educators and families, now and in the future.”

This Enhancement Agreement was developed through a process of community and staff (as defined in the 'Definitions' section) consultation. Meetings were held in all communities that the School District serves. Focus discussions occurred and surveys were distributed to participants and the communities at large. Data and survey responses were reviewed by the AEC and Fraser Salish Education Council to determine Goals, Objectives, and Strategies that will be implemented as part of this Enhancement Agreement. Staff feedback was gathered through focused discussions at School Committee and Collaborative Meetings. All First Nation/Aboriginal (as defined in the 'Definitions' section) secondary school students were consulted during school visits. District staff and the AEC met to develop a draft Enhancement Agreement. The School District No. 78 (Fraser-Cascade) Aboriginal Education Council members guided and approved the development and implementation of this Aboriginal Education Enhancement Agreement which is a statement of intent that helps define the relationships between the District of Education and the Signatories of this Agreement.

**2. PURPOSE:**

The purpose of this Agreement is to enhance the education of First Nation/Aboriginal learners and to ensure the collection of data that measures student achievement in the selected performance areas. Specifically, the agreement identifies the need to:

- Continuously improve performance for all First Nation/Aboriginal students to meet locally established targets in all areas of learning;
- Create a clear communication plan between the students, family, community support agencies and school staff;
- Continuously involve family and community supports in developing intervention strategies for at-risk students;
- Continuously involve the students and families in the process of effective transition from primary grades to intermediate, intermediate to secondary and secondary into employment or post-secondary institutions;
- Promote and support effective teaching and learning for First Nations/Aboriginal learners through Professional Development;
- Honour and support the histories, cultures, and languages of the Sto:lo, Yale and Nlaka'mux First Nation/Aboriginal communities whose traditional territories are served by School District No. 78; and,
- Furthermore, respect and affirm the diverse histories and cultures represented in our Aboriginal student population.

### **3. PRINCIPLES:**

The performance areas selected for enhancement are those where there is assurance that the data can be:

- Supported through the School District Achievement Plan and School Growth Plans;
- Used for assessing targets and to develop reports that will be reviewed annually and communicated to communities;
- Used to continuously promote and improve home/school communication with the families; and
- Used to continuously promote and improve family participation in their children's education.

#### **4. BASELINE AND PERFORMANCE TARGETS:**

Annual targets will be established and reassessed by the School District and AEC to ensure that they:

- Are meaningful, reasonable and attainable;
- Represent meaningful progress; and
- Account adequately for changing populations.

Strategies (Appendix A) will be reviewed annually. Baselines (Appendix B) will be established by using existing three-year data. (Improvements will be meaningful and account adequately for changing populations.)

## GOALS AND OBJECTIVES

### GOAL 1: Effective Communication

- Objective 1.1: *To enhance the appreciation of First Nation/Aboriginal and non-Aboriginal students' values. Encourage discussion and meet in school classrooms to discuss around culture and other current issues.*
- Objective 1.2: *To improve the method of communication with the First Nation/Aboriginal parents, families or caregivers method of communication in a way that works for them, e.g. social networking, email, texting, Facebook, letter or person-to-person.*
- Objective 1.3: *To improve the First Nation/Aboriginal parent/teacher, teacher/teacher and administrator/support staff communications. To improve communication between First Nation/Aboriginal parents and teachers, administrators and support staff.*
- Objective 1.4: *To improve networking and communication with First Nation/Aboriginal community, Chief and Council, and Band administration networking and communication.*

### GOAL 2: Middle Years Learning Why middle years?

- Objective 2.1: *To support and enhance the social, academic, health and emotional balance growth of each student to the best of their ability and potential.*
- Objective 2.2: *To improve student success in school by increasing their motivation level, commitment to education, confidence, and ability to look ahead in order to achieve graduation.*
- Objective 2.3: *To provide advice support and essential resources to support all students in achieving their academic and life goals.*

### GOAL 3: Ways of Knowing and Learning

- Objective 3.1: *To appreciate and understand that our First Nations/Aboriginal students have unique strengths in learning and acquiring knowledge.*

## **COLLABORATIVE MEETING MINUTES**

Wednesday, May 4, 2011- 9:00 a.m. to 3:00 p.m.  
Chawathil Administration Building

### **Present:** Aboriginal Education Council/Band Representatives

Dean Jones	AEC Representative, Shxw'owhamel First Nation
Amy Charlie	AEC Representative, Chehalis Indian Band
Robert Genaille	AEC Representative, Peters Band
Deb Schneider	AEC Representative, Skawahlook First Nation
Harvey Robinson	AEC Representative, Off-Reserve
Nita Bobb	AEC Representative, Spuzzum First Nation
Cathy Speth	AEC Representative, Boston Bar First Nation
Andy Alex	AEC Representative, Union Bar Band
Rhoda Peters	Chief, Chawathil First Nation
Celeste Bobb	AEC Representative, Seabird Island Indian Band
Thelma Florence	AEC Chair, Chawathil First Nation
Shane John	Chawathil First Nation
Lee John	New Pathways, Chawathil First Nation

### School Administration

Monique Gratrix	Vice-Principal, Coquihalla Elementary School
Peter Richmond	Principal, Coquihalla Elementary School
Jason Cobey	Principal, Boston Bar Elementary Secondary School
Mark Classen	Principal, Harrison Hot Springs Elementary School
Chris Wejr	Principal, Kent Elementary School
Sandy Balascak	Vice-Principal, Agassiz Centre for Education
Margaret Smiley	Vice-Principal, Two Rivers Education Centre
Gary Lewis	Principal, C. E. Barry Intermediate School
Patsy Graham	Principal, Agassiz Elementary Secondary School
Porf Verde	Vice-Principal, Agassiz Elementary Secondary School
Karl Koslowsky	Vice-Principal, Kent Elementary School
Cheryl Bulycz	Principal, Silver Creek Elementary School
Rosalee Floyd	Vice-Principal, Hope Secondary School

### District Administration

Rod Peters	District Aboriginal Education Coordinator
Jim Sinclair	Trustee
Al Fraser	Trustee
Ron Johnstone	Trustee
Karen Nelson	Superintendent
Linda McMullan	Trustee
Scott Benwell	Assistant Superintendent

### First Nations Support Workers

Rachelle Johnson	Mentor, Agassiz Elementary Secondary School
Laura Preston	FNSW, Hope Secondary School
Patti Dubreuil	FNSW, Coquihalla Elementary School
Kasey Chapman	FNSW, Kent Elementary School
Alicia McLachlan	FNSW, Silver Creek Elementary School
Bobbi Peters	FNSW, Two Rivers Education Centre
Dionne McGrath	FNSW, Hope Secondary School

<b>Regrets:</b>	Cheryl Davidson	FNSW, Boston Bar Elementary Secondary School
	Pauline Knapton	FNSW, C. E. Barry Intermediate School

Participants were welcomed by Chief Rhoda Peters and given an overview of the day by Assistant Superintendent Benwell. Participants were asked to break into groups by area to discuss three questions.

***1. What systems of communication and support can we put into place to ensure school, family, and community are all on the “same page”?***

Agassiz Area

- Community, student, family and school collaborative engagement (active voice; autonomy)
- Different type of communication depending on the topic/need.
  - Surface – event, concert, field trips...
  - Support/need – discipline, course selection, learning needs...
- Face to Face vs. written.
  - Open house, BBQ, site trip – go there.
  - Emails, newsletters, Facebook, blogs...
- Create events – Parent check in, open house/classroom.
- Describe/make known the FNSW’s role to the community/families/support services...
- Invite family and extended family – supports student on multiple levels.
  - Personal invitations...to the event.
- Ask the family/parent/caregiver what type of communication works for them, e.g. email, text, letter...
- Change the terminology of the meeting name – Care Team Meeting = check in, support...
- Communicate options to graduation.
- Communication –
  - A) What? When? How?
  - B) Process:
    - Follow through of continuation of students learning goals through transitions.
    - Teacher/parent communication at a regular level, not just reporting periods.
    - Intra-communication (School-Based) – teacher to teacher; teacher to administrator; teacher to support staff.
    - School/Parent communication.
  - C) Tools:
    - Face to face
    - Phone
    - Snail mail
    - Email
    - Blogs, Twitter, Social Networking
    - Monthly updates
    - Regular community visits by FNSWs
    - Parent/Teacher meeting in Aboriginal community
    - More collective dialogues

Hope Area

- Newsletters, home visits, quarterly meetings, website, emails, parent teacher conference, cultural events (at school), often community members, open houses, band association assignments. Phone communication, band office visits. Mail or fax to smaller or remote communities.
- Challenges – Power outages, thefts of metal, no power for long periods. More of – invitations for cultural teachers to come to schools
- Parents unable to acknowledge students work at school. “It has a lot to do with family.” Parents ask the question, “How was school today?”
- The whole community discourages skipping.
- Students rely on peers during high school years.

- Role models needed in community – bring into schools youth role models.
- Have youth sit at collaborative meetings – ideas, suggestions.
- Have discussions in school led with values among youth re: culture, other current issues.
- Create a safe environment where youth can meet in school/classrooms to discuss.
- We have to rethink to go to parents and not consider our schools as centre. Build relationships.
- During intermediate years students seek own identity. Costs of computers, I-Phones, clothing, etc. can influence students and choices. Culture change from elementary to intermediate.
- Elders acknowledge student success – needed.
- More parent involvement – invite to school assemblies.
- How to improve communication?
  - Schools could communicate with Chief and Council. They can meet with parents to encourage talking with school.
  - Use a list-serve to continue communication
  - HSS – FNSW and Mentor are in Chawathil every second Thursday from 9:00 to 11:00 am. Needs to be more successful...more flyers?
  - Our commitment to start conversations/broach idea of having parent/teacher conferences at band offices.
  - Bring students and families to community events – enjoyable time together creates comfort.
  - When people go to band they are asked to check in at the office so they can touch base with personnel.
  - FNSW works to fill gap at school when communication with home not as successful as desired.
  - Homework Clubs offered at band offices:
    - Funded by AEC for tutoring
    - Limited by capacity (e.g. \$500 for library)
  - Info about school included in band newsletters.
  - Home visits
  - Schools to inform about residential issues in curriculum.
  - Parent involvement is key.
  - Impact on First Nation students raised in foster homes.

#### Boston Bar Area

- Communications/Support
  - Early Intervention – restructure StrongStart, Outreach, PALS
  - Variety of communication systems (technology, door-to-door, phone calls, etc.)
  - Invite principals to attend AEC Meetings.
  - Ask parents who they want to communicate with re: academic achievement (FNSW, teacher)
  - Determine if parent(s) want an advocate from the Band (signed document)
  - Recognize there is a problem in communication between Bands
  - Address through Nlaka'pamux Nation Service Society (NNSS)
  - Bands to articulate goals for students and jobs that are available in future (5-10 years)
  - What courses do students need in order to be successful following graduation (e.g. nurse practitioner, financial manager, carpenter, doctor, dentist, etc)?
  - Key elements in relationship building (trust, communication)



- Transportation for parents to attend parent-teacher interviews, honouring ceremonies
- FN/Aboriginal PAC – School PAC meeting
- Pro-D staff re: FN local cultural history, residential schools
- Teachers need to feel comfortable with culture
- Develop partnerships between Bands and school
- FN teacher(s) in school – role models.
- Understand role of individual Bands, AEC, FNESC (education) between Bands and schools.
- Smile, listen, have some fun and support

## 2. *What are the three most important goals to be included in the renewed Enhancement Agreement?*

### Agassiz Area

- Define FNSW role for the community. Give them more opportunity for more autonomy. They are usually closer to the family/student than others at the school.
- If the activity/course is important, then put it into the timetable.
- An understanding of who the learner is – them and us.
- Build self-esteem/pride.
- Cultural committee? (First Salmon, Honouring, Naming, Remembrance Day, Sto:lo Days, etc.)
- How: Provide support, resources, autonomy, and voice. Make it known to the staff that this is part of the school climate and culture.
- Mentorship and role models in school.
- Goals and Themes
  - Motivating teachers to include First Nations components.
  - Culture, traditions, world view incorporated into school curriculum and whole school in general (grades 7-12).
  - Identify barriers specific to gender in key areas and address.

### Hope Area

- Goal 1 – Relationship building with families:
  - Consistency, try and try again – go to them
  - Advocate on behalf of parents concerns for students.
- Goal 2 – Mentorship and Role models in school.
  - Roles of grandparents
  - Peer or youth role models give some message as older guides.
  - High school students go into elementary schools.
- Goal 3 - Enhance Aboriginal Achievement for all Students.
  - Integrate all awards, learning.
  - Dedicate professional development, time.
  - Reflect students in the school via knowledge, learning perspectives to local relevance.
- Three most important goals for renewed Enhancement Agreement:
  - 1) Building parent/guardian/family involvement – overcoming barriers.
  - 2) Improve attendance levels to 85% - reduce absences.
  - 3) 75% grad rate within 8 years of grade 8.
  - 4) Personalized learning.

### Boston Bar Area

- Goals/Themes (EA)
  - 1) Academic Goal
    - a) Early Intervention
    - b) Transition to post-secondary (starting in grade 9 or 10). Encourage student contact with school counsellors.
    - c) Career Preparedness/Options – Targets – Percentage of FN students graduating with a dogwood. Year-after year-improvement.
  - 2) Communication Goal (see Question 1 response)
    - a) Between home and school
    - b) Continue enhanced communication with Bands
    - c) Infrastructure (variety of communication strategies). How will we communicate effectively?
    - d) Define roles (pamphlet for parents/school)
    - e) Parental involvement
      - Ask key questions
      - Organize events – parents will attend
      - Parents' Club
      - Improved staff/parent relationships
  - 3) Sense of Belonging with Peers and Staff
    - a) Self-esteem
      - Social/emotional
      - Academic
      - Comfortable school setting
      - Address racism/bullying
    - b) Pro-D (Staff)
      - History/culture
      - FN/Aboriginal learners
    - c) Cultural Development/Awareness
      - Develop a plan (collaboratively – school/Bands)
      - Language
      - Cultural Day
      - Integration with curriculum
      - Student input
      - Cultural sharing

### **3. Formulate a statement of purpose and action that will ensure student success in your community groups.**

#### Agassiz Area

- Increase FNSW autonomy and voice re: the program development, services, support, time invested into learners and to present the school programs/role of the FNSW within the first 45 days of registration at the school.
- Personally invited, in-person meeting with family/extended family to discuss a method of communication (year-long) that allows purposeful, 2-way, balanced communication.
- Statement of Purpose/Action
  - High expectation of collaboration of teachers, administration, students, parents/families, support workers, and community to support “at-risk” students.
  - There is an agreed-upon expectation that teachers, staff, parents/families, and community will collaborate effectively to meet the varying individual needs of at-risk students.

### Hope Area

- Working collaboratively (schools, families, teachers, students, guardians) to develop the self-worth of individuals, and take the learning journey together, ensuring that respect, communication and identity remain strong in our world of education.
- Statement of Purpose
  - Who – Educational Partners (whole village)
  - What – Engaging parent/community involvement. Commit to supporting and facilitating learning for all our First Nations students toward increased grad rates.
  - Where – Home and school and community
  - When – Now and over the next 5 years.
  - How –
    - Commit to work with parents/guardians/community and educational partners to facilitate and improve student attendance.
    - Provide essential resources to support all students in achieving their life and academic goals.

### Boston Bar Area

- Statement of Purpose
  - Professional development (ongoing basis) (Principal/AEC Reps)
  - Formulate a process/plan for each of the Bands and grade levels (early intervention), (intermediate, secondary) (Principal/AEC Reps)
  - Explore more effective means of communication (School and Bands) (Principal)
  - Define roles/responsibilities (Principal/AEC Reps)
  - Accountability to all stakeholders (self reflection – all)
  - Facilitation/implementation of FN parents' club
  - Career planning assessment (Career Counsellor)
  - Start reviewing career plans in Grade 8/9 for students and parents. (Career Counsellor/Principal)
  - AVID (implement in Boston Bar) (Principal)
  - Communication link between Bands and school (Cathy Speth)
  - Review with Bands, teachers/students (Cathy, Principal)
  - Work on obtaining virtual program (Superintendent, AEC Reps) )

### ***Questions/Comments:***

### Agassiz Area

- For communicative process, are we including First Nations facilities (longhouse/big house) for these communications?
- What about defining other stakeholders' roles?
- Would like youth, teachers, parents being at collaborative meetings.
- What is the timeframe? Academics? How is the "level" of collaboration measured? Accountability?
- #3 – Is this a purpose/action?
- Accountability? How to track.
- What does effective parent involvement look like?

#### Hope Area

- Definite support of parent/teacher meetings, care teams, or all other parent/family school meetings being brought to community.
- Why not go for 100%?

#### Boston Bar Area

- Could the Pro-D include AEC sharing information about Residential Schools so we gain understanding? (Boston Bar)

## **COLLABORATIVE MEETING MINUTES**

### **BOSTON BAR AREA**

Wednesday, November 9, 2011, 4:00 to 6:00 p.m.  
Boston Bar Health Clinic Building

**Present:** Aboriginal Education Council/Band Representatives

Dolores O'Donaghey                      AEC Representative/Chief, Boston Bar First Nation

School/District Administration

Jason Cobey	Principal, Boston Bar Elementary Secondary
Rod Peters	District Aboriginal Education Coordinator
Tom Hendrickson	Trustee
Karen Nelson	Superintendent
Stan Watchorn	Director of Instruction

Other

Verna Jones                      Parent

The group reviewed the Draft Enhancement Agreement and the Boston Bar area suggestions from the May 4, 2011 Collaborative Meeting. These suggestions were supported again.

In addition to the previous comments it was suggested there continue to be a focus on early intervention with emphasis on the academic goals. The StrongStart Centres and Band initiatives to support children before school continue to be important.

At the secondary school it was noted continuing education and support in the area of drugs and alcohol education and counselling is needed.

## **HOPE AREA**

Wednesday, November 16, 2011, 4:00 to 6:00 p.m.  
Chawathil Administration Building

**Present:** Aboriginal Education Council/Band Representatives

Peter John	Council Member, Chawathil First Nation
Bill Foy	AEC Representative, Métis
Harvey Robinson	AEC Representative, Off-Reserve
Thelma Florence	AEC Representative and Chair, Chawathil First Nation
Robert Genaille	AEC Representative, Peters First Nation
Andy Alex	AEC Representative, Union Bar Band
Dean Jones	AEC Representative, Shxw'owhamel First Nation
Dana Andrews	Shxw'owhamel First Nation
Brenda Peters	Shxw'owhamel First Nation
Rose Peters	Alternate AEC Representative, Chawathil First Nation

School/District Administration

Karl Koslowsky	Principal, C. E. Barry Intermediate
Stan Watchorn	SD78 Director of Instruction
Rosalee Floyd	Principal, Hope Secondary
Tammy Nazarchuk	Acting Vice-Principal, Hope Secondary
Margaret Smiley	Administrator, Two Rivers Education Centre
Karen Nelson	SD78 Superintendent
Monique Gratrix	Vice-Principal, Coquihalla Elementary

First Nations Support Workers

Alicia McLachlan	Silver Creek Elementary
Pedro Moreno	Hope Secondary
Jeanie Kay-Moreno	Hope Secondary
Patti Dubreuil	Coquihalla Elementary
Pauline Knapton-Johnson	C. E. Barry Intermediate

Other

Ella Gutierrez	Grandparent
Peter Flynn	Teacher, Coquihalla Elementary

**Regrets:** Laura Preston FNSW, Hope Secondary  
Deb Schneider AEC Representative, Skawahlook

Participants were broken into four discussion sub-groups to review the Draft Enhancement Agreement and suggestions from the May 4, 2011 Collaborative Meeting.

**Group 1:**

Comments focused on:

- Having First Nations students participate in school events such as a Welcoming Song at Remembrance Day and in leadership activities.
- Increasing awareness of Sto:lo culture and history with a focus on increasing the inclusion of this in curriculum.

- Showcasing First Nations students projects such as pit houses or other projects that incorporate local culture and history is desirable. Maybe local artifacts could be showcased in schools during the year.
- It was felt that by asking a teacher or counsellor from schools to attend the Collaborative Meeting this would help increase awareness and sensitivity to Aboriginal students' experiences.
- A First Nations Cultural Day at the school with giveaways and a meal was suggested.
- Ensuring the language is taught in a priority.
- Some organizations such as Fraser Health Authority do a 1-day cultural training workshop for staff and it was suggested that FNSWs could present to staff a couple of times per year to bridge the cultural barrier that exists and increase awareness of Sto:lo cultural practices.
- At times school personnel such as administrators and FNSWs could visit Band Offices. The Quarterly Meeting is a good start but other opportunities to meet parents is also an idea, such as the Pancake Breakfasts at Shxw'owhamel.

### **Group 2:**

Goal 1 Advocate on behalf of parents/grandparents concerns for students.

Goal 2 Mentorship and Role Models

Suggestions:

- An advocate for students and parents who can liaise between schools, parents and students and wade through the paperwork on their behalf.
- Advocate could be band-appointed or AEC Representative.
- Secondary students could go to middle schools as role models. Secondary student leaders with younger students.
- Bring Elders into the schools as Role Models.
- Healthy eating leads to healthy minds.
- Need clarity to understanding around what is important to communities for success.
- Need to make learning outcomes relevant to students local-lived experiences.

### **Group 3:**

- Recognition of Métis culture and history.
- Maybe a First Nations Newsletter to Aboriginal students, parents and Bands re: enhancing communication.

Suggestions by Group 3 for specific changes to draft Enhancement Agreement:

- On cover page, change to 'SD#78 First Nations/Métis' and recognize Métis throughout the document.
- Under Goals and Objectives, Goal 1, Objective 1.2, change example to 'e.g. social networking, email, texting, Facebook, letter or person-to-person.'
- Under Goal 1, Objective 1, Strategies, Begin to, add 'create a First Nations Newsletter to go out to the families and community'.
- Under Goal 1, Objective 1.2, change to 'To improve the First Nation/Aboriginal parents, families or caregivers method of communication that works for them, e.g. social networking, email, Facebook, texting, letter or person-to-person.'

- Under Objective 1.2, Strategies, Continue to, third bullet – *‘is this sentence missing a word? Perhaps it should give more of a description’*.
- Under Objective 1.3, Strategies, Begin to, add 4th bullet – *Have a simplified history of First Nations Students to present to all staff. FVHA has a kit or presentation.*
- Under Objective 1.4, Strategies, Continue to, first bullet, change to *‘Enhance communication between Bands, school staff, FNSW’s, and the AEC’*.
- Under Objective 1.4, Strategies, Begin to, first bullet, change to *‘intermediate and secondary at-risk students between the (FNSW’s)/front line workers, principals and AEC representatives’*.
- Under Goal 2, Objective 2.1, Strategies, Continue to, add third bullet - *‘Recognize emotional struggles of individual students at early stages and connect with services. Follow up annually progress of the individual’*.
- Under Goal 2, Objective 2.1, Strategies, Begin to, first bullet, change to *‘Start reviewing career plans in grades 7 and 9 for students and parents’*.
- Under Goal 2, Objective 2.1, Begin to, suggestion – *‘Create an Aboriginal Leadership program at HSS and have them become young leaders and mentors. Pair them up with students at the grade 6-7 level to assist with transition to HSS’*.
- Under Goal 3, Objective 3.1, Strategies, Continue to, third bullet, delete *‘and their teachers’*.
- Under Goal 3, Objective 3.1, Strategies, Begin to, add fourth bullet – *‘Recognize Aboriginal history and the challenges that arise with individual students and families’*.
- Under Appendix C, Effective Communication, Practice, Local Systems of Communication, add under Avoid:
  - *Relying on written interim reporting as the way to communicate.*
  - *Only communicating through the FNSWs.*
  - *Assuming that communication strategies work the same for all learners.*
- Under Appendix C, Effective Communication, Practice, Collaboratively Planned Interventions, add under Avoid:
  - *Feeling that the teacher and/or school are on their own to intervene on issues of student learning.*
- Under Appendix C, Middle Years Learning, Effective Transitions from Primary to Intermediate Grades, add under Avoid:
  - *Prioritizing high school preparation as the mission of the middle years.*
  - *Limiting transition efforts to those that just involve students.*
- Under Appendix C, Ways of Knowing and Learning, Aboriginal World View, add under Avoid:
  - *Believing that all learners are the same in the way they acquire new understandings.*
  - *Treating First Nation/Aboriginal culture as a historical entity.*
- Under Appendix C, Ways of Knowing and Learning, Recognizing Distinctness and Diversity, add under Avoid:
  - *Don’t use more general Aboriginal peoples when the context calls for more specificity (i.e. naming the nations).*
  - *Don’t assume that all Aboriginal peoples interacted with others in the same way.*
  - *Don’t assign ‘expert’ knowledge of Aboriginal peoples and their cultures to someone just because they are Aboriginal.*

#### **Group 4:**

##### **Goal 1 Effective Communication**

- Emailing and face-to-face is more effective
- More activity with Facebook than website
- Offering gas cards to attend meetings
- Emotional check with students to help focus
- Welcoming students as they enter the school
- Have the students be the teacher first.



## Goal 2 Middle Years Learning

- Move bridging of the two schools
- Have some older leadership from high school speak to younger ones on 'preparing for high school'
- 'Rights of Passage' Ceremony
- Career Fairs in local communities
- Motivational speakers once or twice a year – someone the youth looks up to like Gino Adjic or Inez
- Attending cultural ceremonies
- Getting the awareness out there to other teachers and students of the cultural activities and how important that is to First Nations people
- Bringing awareness of the residential school effect and how it's passed on to the next generation
- Acknowledge Sto:lo First Nations Resource People; connecting with students. Have the RCMP do a workshop, break the barrier for resource people.

### Other suggestions:

- Artifacts housed in display cases in schools
- Cultural events in the schools
- Fraser Health Authority – Culture Sensitivity
- Pancake Breakfast
- Elders' Storytelling

**AGASSIZ AREA**

Wednesday, November 23, 2011, 4:00 to 6:00 p.m.  
Seabird Island Band Office

**Present:** Aboriginal Education Council/Band Representatives

Maggie Pettis	Council Member, Seabird
Art Andrew	Council Member, Seabird
Diane Janzen	Education Manager, Seabird

School/District Administration

Sandy Balascak	Administrator, Agassiz Centre for Education
Patsy Graham	Principal, Agassiz Elementary Secondary
Porf Verde	Vice-Principal, Agassiz Elementary Secondary
Ron Johnstone	Trustee
Chris Wejr	Principal, Kent Elementary
Mark Classen	Principal, Harrison Hot Springs Elementary
Stan Watchorn	Director of Instruction
Rod Peters	District Aboriginal Education Coordinator

First Nations Support Workers

Rachelle Silver	Agassiz Centre for Education/Agassiz Elementary
Secondary	
Cecily George	Agassiz Elementary Secondary
Kasey Chapman	Kent Elementary

Other

Ella Gutierrez	Grandparent
Peter Flynn	Teacher, Coquihalla Elementary

**Absent:** Nelson Leon FNSW, Kent Elementary/Harrison Hot Springs Elementary

Rod discussed goals for the meeting and broke the group into three sub-groups to review the draft Goals of the Enhancement Agreement in light of the Collaborative Meeting last spring.

**Group 1:**

- Discussion on Enhancement Agreement
- Key elements or needs are for students to become proud of their cultural background and heritage. It was felt we are making progress in this area but it needs to continue.
- Ideas discussed were continuing to create opportunities for Sto:lo culture and history into the school and the curriculum.
- One participant wondered about the Sto:lo Archaeological Kits and other resources that are around. Getting Resource People into the schools and integrated into the curriculum from Socials to Art to PE and other classes.
- The idea of a couple of “events” such as Sto:lo New Year celebration at the end of October and for the First Salmon Ceremony along with the Honouring Ceremony into School Calendars would be a possibility.

- It was also suggested that graduating students, as part of their portfolio presentation, reflect on their experience at school and make recommendations for ways to improve the school experience for Aboriginal students.
- It was noted that the roles of FNSWs are a little different at elementary from secondary and their leadership in raising awareness might include presentations to Staff Meetings a couple of times a year.
- There was also discussion on the importance of building student appreciation and fluency with the language. This could be focussed on especially at elementary level.
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## ENHANCEMENT AGREEMENT RENEWAL – APRIL 2011

### PARENT/STUDENT FEEDBACK

Off-reserve parents were sent questionnaires and information letters either through the mail or by e-mail. 202 questionnaires were sent out and 14 completed questionnaires were returned (7%).

On-reserve parents were contacted through meetings in each community. Some questionnaires were completed at those meetings and others were returned to Native Ed or the schools at a later date. 193 questionnaires were handed out and 146 completed questionnaires were returned (77%).

Students were contacted through information sessions at the schools. Only grades 7 to 12 students were surveyed. 323 questionnaires were distributed and 173 completed questionnaires were returned (54%).

School Principals were asked to set up committees consisting of administrators, FNSWs and teacher representatives to discuss a set of questions and report their feedback at the Collaborative Meeting on November 24<sup>th</sup>, 2010. All schools submitted their feedback summaries.

#### **1. What does student success mean to you?**

##### Off-Reserve Parents:

- *Graduation is important and the progress needed through the grades to ultimately achieve graduation. Student success is measured by grades but also by comments made by the teachers on the reports that indicate strong work ethic, invested efforts and commitment, which is imperative for life and work success.*
- *A happy to learn child, one that becomes inquisitive by the things they learn, wanting to know more about a subject.*
- *Social, academic, health and emotional balance to the best of each student's ability and potential.*
- *Enjoying the learning process...enough to want to learn.*
- *Completion of school – diploma.*
- *Student success means improving your grades overall. To reach beyond a passing grade level. Success is often a measurement of studying, tutoring and one-on-one support; to reach for help when needed. I also feel the children/students need to maintain healthy eating habits and physical fitness to maintain self-esteem and confidence.*
- *Student success within our community helps all our people and makes us a proud people. For our youth to succeed and achieve these goals is what I would like to see.*
- *Achievements met, goals.*
- *Everything, especially in today's society. Without success, you don't go anywhere in life, but become another statistic, maybe on welfare.*
- *Student success to us means that our children will achieve and get all the help they can to complete their schooling.*
- *Positive, happy kids enjoying school through learning difficulties and positive treatment from teachers. Positive report cards focused on abilities not disabilities.*
- *When a student completes each day feeling they learned something.*
- *Graduating with honours.*
- *Good attendance, good behavior (attitude), good progress in academics (average or better grades).*

##### On-Reserve Parents:

- *Considering students in grades 1 to 12: having self-esteem, a sense of belonging, pride in culture, attendance, parents/family involvement, Support Worker resources. Honour roll awardees and best improvement. Being able to go directly into UFV classes without having to upgrade first. Having an Education Plan set – lots of secondary students still don't know what they're going to do after graduating. (Chehalis)*
- *First, the student must feel that they are achieving so they want to attend. Second, completing grade 12 so further education is obtainable. (Chehalis)*

- *Going to school, knowing and learning what they're taught, being happy at school and home. (Spuzzum)*
- *Students attending school regularly and making the attempt to pass to the next year. Students should be happy and fit physically and mentally. (Chawathil)*
- *That there will be balance as in the medicine wheel – spiritual, physical, mental, emotional. Life skills training, especially if parents plan to send their grad on their own. (Chawathil)*
- *Gaining knowledge of what they are being taught, learning to get by, getting good grades, achieving their goals. (Chawathil)*
- *Student success = student progress. Student progress means moving forward until completion or graduation is achieved. (Chawathil)*
- *Getting good grades and graduating. (Chawathil)*
- *Education is most needed in our culture, as Native people we always drop out of school. (Chawathil)*
- *Being able to reach the goals you set for yourself. (Chawathil)*
- *When children take pride in what they are in school for. (Chawathil)*
- *Absolutely everything, such as breathing. Top priority with my family. Second is active participation with sports, so the balancing is critical. (Seabird)*
- *To continue their education on a full time basis and not be afraid to ask any questions; to be confident in themselves. (Seabird)*
- *Student success means to me that a person is excited and motivated to get up every day and go to school to learn about all of the amazing subjects because it is rewarding in itself. (Seabird)*
- *Student success is a big part of life through any age. We teach each other new things every day from what we learn through education. (Seabird)*
- *Student success means getting an education by any means possible. Asking for and gaining support. Being free from teacher bullying and peer bullying. Being protected emotionally and physically in a school. (Seabird)*
- *Student success provides career opportunities. (Seabird)*
- *1) Happy to go to school. Happy to be there. 2) That they learn and know so that they can share what they have learned. 3) Good news feedback from school. 4) Pride in self, school, and in what they have learned is of value. (Seabird)*
- *Everything – their future self-esteem and peace of mind. (Seabird)*
- *Graduation – recognition of self-empowerment, moving into careers that were planned for.*
- *Achieving and attaining goals set by students and teachers. Students looking forward to going to school. (Seabird)*
- *Means a lot because a student needs a grade 12 to get anywhere in life. (Seabird)*
- *Happy with the livelihood of choice and being successful. (Seabird)*
- *Everything! Student success is our future, is their future. (Seabird)*
- *Student is post secondary or job ready. (Seabird)*
- *Student meets scholarship criteria. (Seabird)*
- *Parent is involved in student education, school and PAC. (Seabird)*
- *Teachers encourage and support students. (Seabird)*
- *Students learn in the style they are taught. (Seabird)*
- *Academic goal. Meet individual potential. (Seabird)*
- *Work (post secondary training). Actively participates in athletics. (Seabird)*
- *No racism. (Seabird)*
- *No put downs by teachers. (Seabird)*
- *Students have a positive outlook. (Seabird)*
- *Increased participation in extra-curricular activities. (Seabird)*
- *School recognition of personal growth and achievement. (Seabird)*
- *Parental involvement. (Seabird)*
- *No staying on a modified program. (Seabird)*
- *Increased leadership skills and participation in activities. (Seabird)*
- *Know their goal oriented – career path. (Seabird)*
- *Participation in community activities. (Seabird)*

- *100% Graduation diploma ready for post secondary. (Seabird)*
- *Students know their career path. Identified a career.*
- *Majority of parents involved with child's education. (Seabird)*
- *Proud of identity (strong). (Seabird)*
- *Increased leadership / event participation. (Seabird)*
- *Students are happy (positive outlook). (Seabird)*
- *Graduation with Dogwood. (Seabird)*
- *100% attendance. (Seabird)*
- *Self esteem "proud of who you are." (Seabird)*
- *Proud, involved in student studies. (Seabird)*
- *Students identified their career path. (Seabird)*
- *Leadership skills (class). (Seabird)*
- *Positive outlook. (Seabird)*
- *Happy. (Seabird)*
- *Sports challenged. (Seabird)*
- *Career path. (Seabird)*
- *Meet criteria for scholarships. (Seabird)*
- *Identity. (Seabird)*
- *Increased leadership skills. (Seabird)*
- *Achieving a Dogwood Diploma. (Seabird)*
- *Happy. (Seabird)*
- *Post secondary readiness. (Seabird)*
- *Successful completion of academic course while maintaining identity. (Seabird)*
- *Consistent attendance. (Seabird)*
- *Skills acquired to function in academics. (Seabird)*
- *Participation of student parent in planning, education, career. (Seabird)*
- *Identified a career path. (Seabird)*
- *Leadership skills. (Seabird)*
- *Participation in community. (Seabird)*
- *Student potential is identified and met. (Seabird)*
- *Meet criteria for scholarship/students feel culturally safe – no racism. (Seabird)*
- *Consistent attendance. (Seabird)*
- *Students feel happy about school – positive outlook. (Seabird)*
- *Academic success while identity is supported/maintained. (Seabird)*
- *Extracurricular activities including community activities. (Seabird)*
- *Strong parental involvement. (Seabird)*
- *Students are challenged in a healthy way. (Seabird)*
- *Students identify a career path. (Seabird)*
- *Partaking in a relevant curriculum. (Seabird)*
- *Properly assessed with established IEPs that are fully implemented. (Seabird)*
- *Graduating with a Dogwood Diploma. (Seabird)*
- *Achieving to the best of the student's ability. (Seabird)*
- *Attendance. (Seabird)*
- *Goals are met. (Seabird)*
- *Parental involvement. (Seabird)*
- *Advancing. (Seabird)*
- *Meeting the criteria for scholarships. (Seabird)*
- *No student on modified that doesn't have a learning difficulty. (Seabird)*
- *Students have identified a career path. (Seabird)*
- *Participates in sports and extra curricular. (Seabird)*
- *Leadership skills. (Seabird)*
- *No racism and no put downs by teachers. (Seabird)*

- *Students are happy to go to school. (Seabird)*
- *Individual potential is identified and met. (Seabird)*
- *Attendance. (Seabird)*
- *Happy. (Seabird)*
- *Identify career path. (Seabird)*
- *Sports challenged. (Seabird)*
- *Meet criteria for scholarships. (Seabird)*
- *Identity. (Seabird)*
- *Increased leadership skills. (Seabird)*
- *To me 'student success' is not measured by student grades, although, yes, it is impacted but 'I feel' student success is measured by student's motivation level – students' commitment to education, student's level of confidence, student's ability to look ahead, measure, consequences. (Shxw'owhamel)*
- *To do the best they can, complete the school year. Graduate, have future goals. (Shxw'owhamel)*
- *Positive attitude. (Shxw'owhamel)*
- *Student success means to me students that are reaching, meeting their grade level and would like to see more students reaching the honour roll. Student success is knowing that what my child is learning is going to remember that for future goals. (Boston Bar)*
- *More support in schools, good marks, and manners...child being challenged in work. (Boston Bar)*

#### Students:

- *Thinking clearly, feeling successful, good grades. (BBESS)*
- *Student success means to me, is to keep grades up and stay focused. (BBESS)*
- *To get good grades, pass classes, finish school, get into university, study and hard in work. (BBESS)*
- *To stay awake in class and try to do my homework. And eating breakfast every morning. (BBESS)*
- *Student success to me is just not all about getting the grades, but also learning how to present, apply your goals to your work and getting the assignment in on time. (BBESS)*
- *Doing their homework, listening in class, doing homework, not late for class. (BBESS)*
- *Success to me is graduating high school with good grades. Maybe even getting some schooling after high school. (BBESS)*
- *To me being successful means achieving all your goals, big or small, important or not. If you achieve your goals you have made yourself proud, let alone your family and friends. At being happy and proud in your life is probably life's biggest achievement. (BBESS)*
- *Getting good grades, passing each year, getting school done, college. (BBESS)*
- *I think it means to pass grade 12 and graduate for me. To complete what your dream is. (BBESS)*
- *To get all your work done and get good grades. Eat 3 meals. (BBESS)*
- *Means like you know what to do and you do it right. Also, if you're still in school you finish assignments on time. (BBESS)*
- *Doing homework and stay caught up. (BBESS)*
- *Success to me is graduating without failing classes and maintaining at least a C+ average. (BBESS)*
- *It means to me, is I feel good for what I succeeded. (BBESS)*
- *Student success means to get to school on time and completing assignments. (BBESS)*
- *To wake up and go to school and do something and pay attention and do stuff. (BBESS)*
- *High school is meant to be a place of endless possibilities and opportunities. And to me, student success is having those opportunities, and taking them. Earning the knowledge and skills needed later in life. Development and fundamental learning are keys to success and a student who sees this and knows this, is already successful. (TREC)*
- *Finishing school (graduation) and actually taking something away with you from school (life skills as well as book smarts). (TREC)*
- *I think student success is going to school every day, completing all assignments, doing your best, and achieving your overall goals. (TREC)*
- *Student success means a lot to me. If you want to go anywhere in life you need good schooling. (TREC)*



- *Student success is completing each course and grade, letting yourself progress throughout each grade to get closer to graduation so you may be ready to become independent, i.e. living on your own, being able to support yourself in this changing world. (TREC)*
- *What student success means to me. I believe every day that I am here is success. I may have many courses to finish but I believe each day counts. As long as I am here making a conscious effort every day, I am living a successful life. (TREC)*
- *Finishing work, coming to school on time, accomplishing goals. (TREC)*
- *Complete responsibilities successfully. Being here at school. And make efforts to achieve your goals and go further to provide a better future. (TREC)*
- *Getting to school and putting in effort; achieving your goals in life. (TREC)*
- *To me it would be that someone has achieved something great in school. (TREC)*
- *Student success means to accomplish a grade, reach a goal, even to finish a mere assignment; to get something done; do something you never did. It can mean a variety of things. But, I guess what it means to me is reaching a goal you set for yourself. (TREC)*
- *Graduate. (HSS)*
- *You improve in work. (HSS)*
- *Passing classes, getting a job, going to a university or college. (HSS)*
- *Being a First Nation who ACTUALLY does junk and participates. (HSS)*
- *To improve in school. (HSS)*
- *Good grades. (HSS)*
- *Graduating high school, going to university. (HSS)*
- *Means to reach a personal goal you have set for yourself and to achieve it. (HSS)*
- *Achieving my goals in classes, graduating high school, going to university and earning a degree in my chosen career. (HSS)*
- *Graduating high school, graduating university, getting good marks in school. (HSS)*
- *Student success means passing then graduation. (HSS)*
- *To fully reach a goal. (HSS)*
- *Honour roll or merit list. If my parents are happy, I'm happy too. Add a gym to our school. (HSS)*
- *Meeting personal goals you set for yourself and being able to be happy with what you achieve. (HSS)*
- *Understanding what you learn about, grades to me are unimportant. (HSS)*
- *To me student success is when you graduate from high school and you have the skills you need to raise a family, support yourself, get a successful job, etc. (HSS)*
- *Student success means to succeed, but not only in school but also in life after graduation and to be able to bring in money and to raise a family, to keep your job. Student success means success in learning. (HSS)*
- *Learning what you need to make a living and survive. (HSS)*
- *Graduating from high school and getting some sort of scholarship or bursary to university. (HSS)*
- *To me it means to take what you have learned as a student and applying it to their outside life. Also, it is to be successful in school as per your own preferences, for example, I may think success is to be on the honour roll whereas someone else may just want to graduate. (HSS)*
- *Graduating and passing all of my classes and getting a job. (HSS)*
- *Student success means doing well in your student classes and completing your school work. (HSS)*
- *To reach a personal goal and work ethics, too. (HSS)*
- *Graduating high school and getting a degree in university. (HSS)*
- *Having a good education and, hopefully, going to a post secondary institute. (HSS)*
- *It's important to me. I would like to get a good education, and go to a good college/university later on. (HSS)*
- *Having good grades and successfully complete grade 12. (HSS)*
- *Getting the minimum grade 10 credits to join the army. (HSS)*
- *Success means like not quitting and not giving up and if you try you can't fail so you try your best and believe you can accomplish anything you set your mind to. (HSS)*
- *Going somewhere in life and working hard. (HSS)*
- *A lot, because it affects your future. (HSS)*



- *Student success is believing to be able to accomplish anything you set your mind to. (HSS)*
- *High marks (86% +), enjoyable experience. (HSS)*
- *To do well; believing to succeed in anything you set your mind to. (HSS)*
- *High grades, having fun. (HSS)*
- *High grades. (HSS)*
- *High grades. (HSS)*
- *To be successful in school. (HSS)*
- *Getting somewhere in life, completing something to the best of your ability. (HSS)*
- *Getting somewhere in life. (HSS)*
- *Passing courses and graduating. (HSS)*
- *To be successful in school so you can be successful later in life. (HSS)*
- *To complete school and get a good job. (HSS)*
- *The ability to learn in a workable environment and get an education in attending and setting goals. (HSS)*
- *Achieving something that you worked at! (ACE)*
- *Student success to me means to reach the goal you set so that you can graduate and get a proper education. (ACE)*
- *Student success means to me “a question to me”. Sometimes it means that we should keep working on our heritage. Keeping mind on one thing to another; work on one problem to another. (ACE)*
- *Student success means students do good. (ACE)*
- *To graduate and have a good time at school. (ACE)*
- *Trying and participating in new activities or workshops; accomplishing goals set; graduating. (ACE)*
- *When students are working. Getting stuff done. (AESS)*
- *A lot. (AESS)*
- *Student success means allowing students to finish school and allows them to live a better life. (AESS)*
- *Well, I think of it as you passed something. You succeeded, like you achieved a goal. And you would want to graduate too to succeed; you passed all of your classes. (AESS)*
- *Student success can mean a different thing to everyone. To me student success is to show up on time and maintain good grades throughout the school year. To somebody that is struggling in school, student success can be to show up to school or even pass your class regardless of the final mark you get. (AESS)*
- *A lot. I want to graduate courses without a scholarship. There is not a lot of jobs. (AESS)*
- *It's succeeding school as a student by learning and being well educated to have a higher chance of success in our lives. (AESS)*
- *Without success you can't move forward, so even as a student if you have no success you can't succeed. (AESS)*
- *I don't know. (AESS)*
- *I need it. (AESS)*
- *Graduate. (AESS)*
- *Successfulness. (AESS)*
- *Graduate grade 12. (AESS)*
- *A student that tries in every class and makes it to the goals they set for themselves. (AESS)*
- *School success to me is that you show up every day and try your hardest. Also to get the best grades that you can and show up every day and participate in school activities. (AESS)*
- *Get good grades; perfect attendance; a positive manner in class; be a positive human being. (AESS)*
- *Success means to get good grades; be at school every day; be a good person. (AESS)*
- *Student success. (AESS)*
- *Success means to me is to get good grades to accomplish a few goals in school. (AESS)*
- *Passing all classes. (AESS)*
- *It means a lot. (AESS)*
- *Doing good in school. (AESS)*
- *Being successful in life and feeling good. (AESS)*
- *Getting good grades. (AESS)*

- *Be successful in school by paying attention in class. (AESS)*
- *Feeling good and being successful in life. (AESS)*
- *It means for students like me to achieve goals in and outside of school. (AESS)*
- *Achieving goals. (AESS)*
- *Victory. (AESS)*
- *Success means victory. (AESS)*
- *Achieving goals. (AESS)*
- *Achieving goals. (AESS)*
- *You reached your goals in life. (AESS)*
- *It means you exceed your goals and complete what you want to do. (AESS)*
- *Student success to me is to achieve goals in life. (AESS)*
- *Success to me is having a sense of accomplishment after achieving a goal strived for. (AESS)*
- *Able to graduate and go to college. (AESS)*
- *Getting good grades; getting on the B honour roll. (AESS)*
- *Means to strive to the full potential of your abilities. (AESS)*
- *To achieve everything at my best. To reach my goals. (AESS)*
- *Good grades. (AESS)*
- *To achieve goals in school and to achieve goals in life and to achieve them. (AESS)*
- *Doing good in school. (AESS)*
- *It means you passed! (AESS)*
- *Student success means to me that the students get the chance to finish school with proper education. (AESS)*
- *Student success to me means the ability for each student to do better on their own personal level and to have confidence and empowerment. (AESS)*
- *Doing good in school. (AESS)*
- *Success means everything to me and other people. (AESS)*
- *Passing school with good grades and learning all you need to learn. (AESS)*
- *To pass in school, get good grades and work to my career. (AESS)*
- *Succeeding at everything; surviving attacks. (AESS)*
- *Nothing. (AESS)*
- *Student success means to me is that to achieve our goals for our future. (AESS)*
- *Student success to me means being successful in high school and moving on to post-secondary education. (AESS)*
- *Making money by doing what you enjoy. (AESS)*
- *Success in school means nothing. It is just a way to judge you. (AESS)*
- *Without success you can't move forward, so even as a student, if you have no success, you can't move forward. (AESS)*
- *Student success means doing good in school, taking extra study time to finish work, keeping up in class, ensuring you understand the material given, doing your best in every class and finishing school. (AESS)*
- *Getting good grades. (AESS)*
- *Graduate school. (AESS)*
- *Graduation. (AESS)*
- *Doing good in school. (AESS)*
- *It means for kids to reach their goals and reach their full potential, and pass clearly, for you to be proud of your reached goals. (AESS)*
- *Achieving the success to graduate and goals. (AESS)*
- *Being very good at something and working our hardest at something. (AESS)*
- *Achieving my goals. (AESS)*
- *Student success means achievement. (AESS)*
- *Success means being able to achieve something that was aimed to be done; reaching a goal; short/long term goals. (AESS)*

- *Student success means that I, the student, have completed school. It also means that I have gone to college or another post-secondary school option. Finally, it means that I have finished school to the best of my abilities. (AESS)*
- *Achievement. (AESS)*
- *Good in life. (AESS)*
- *Jobs. (AESS)*
- *Student success means to have good grades and very good attendance, and the success in students will mean they have good success in their life. They will be able to complete their goals in life. Whatever habits they have now in school, they will stick for the rest of their life. (AESS)*
- *Getting A's and B's. (SCES)*
- *Positive attitude and more organized. (SCES)*
- *Something that a child at Silver Creek succeeds. (SCES)*
- *My grades aren't very good. I'm late a lot but I always show up. (CEB)*
- *I am doing well in sports, and the tutoring program helps. (CEB)*
- *I don't know. (CEB)*
- *Don't know. (CEB)*
- *Student success means to me is, I am doing well in school. I haven't missed 1 day of school through the year. I am caught up. I have passing marks. (CEB)*
- *Student success means to me is I have passing marks. (CEB)*
- *A good report card and surviving the last few months of this year so I can graduate to high school. (CEB)*
- *Do well in school. (CEB)*
- *Where you do really good in school. (CEB)*
- *To try hard in school to get better marks. (CEB)*
- *Where you do really good in school. (CEB)*
- *I want to make it to grade 12 but I don't like work. I like sports. (CEB)*
- *Success means when you achieve something. (CEB)*
- *Success means when you achieve something. (CEB)*
- *Doing our homework at home. (CEB)*
- *Success means to me to try hard, do my work, hand my homework in all the time. (CEB)*
- *Student success means that I am doing good in school, means I'm here every day or almost here every day, I'm healthy and awake and ready to learn. That's what student success means. (CEB)*
- *It means to me that I am getting good grades and you do my best in my work and I am not skipping my classes. (CEB)*
- *Graduating, going to college and getting an education but in this grade I want to improve my grades and pass and go off to high school and the go into more sports. (CEB)*

## **2. How can we best involve parents, guardians, grandparents and the extended family in the successful support of your students?**

### Off-Reserve Parents:

- *Regular communication through FNSW and Mentor. Teacher meetings when requested and required. Email is a great tool for staying connected quickly and easily to keep on top of assignments and due dates. Staying connected with parents and facilitating understanding and home support may require support staff to visit within a student's community.*
- *Having homework that we can both do together...a parent can always learn as well as the child. Online learning opportunities would be great also.*
- *Assign home-learning tasks, like making and sharing a family recipe or story of their history.*
- *Encouraging their involvement rather than closing them off. Allowing their input into the planning of the students' IEP.*
- *Phone at home – have events to involve the parents in, e.g. dinners, sport event evenings.*
- *I believe that every school should have not only First Nations Support Workers but also Elders Groups or councils. An Elder that would be available to share their life experience and stories. These Elders*

could have time slots in the Social Studies, First Nations classes. Language, Woodwork and Foods courses.

- *I think more workshops and newsletters would help. By doing these parents would be more involved.*
- *Getting family involved in their child's day-to-day programs and weekly meetings.*
- *Make them more involved throughout the school year, maybe even in the classroom as an example. Help reading, like a teacher's aide, or plan family days.*
- *Maybe have parent/teacher interviews more often.*
- *Develop a PAC for them to voice concerns as many of us have difficulty voicing sometimes. If one has a concern, so do many more.*
- *A student newsletter might be good. Inform us (parents) by letter, email or phone if Support Worker feels there is an area of the student's life/school participation which could be improved – make suggestions.*
- *Give them more reasons to be in touch with the school systems.*
- *Open house, athletic/drama activities, etc. – but you can lead a horse to water but can't make them drink, i.e. parents only participate as much as they want.*

#### On-Reserve Parents:

- *Building trust; a lot of the children/students are the 5<sup>th</sup> generation of the residential school system. Helping them to take ownership/responsibility of supporting their children's successes and the importance of their (parents') involvement. (Chehalis)*
- *If student achievements are recognized by the school, invite families to observe. (Chehalis)*
- *Transportation problems. (Spuzzum)*
- *They need to show their children they care with praise and love. Getting them up for school, making sure they have breakfast and a healthy lunch. (Chawathil)*
- *It would be best to ask them – they need to have it scheduled and set up well ahead of time. (Chawathil)*
- *Invites. A lot of our people see the school staff as authoritative figures. Come out to the community – host meetings, sessions within communities. (Chawathil)*
- *Be approachable when immediate/extended family is interested/involved with any student. Keep supporter updated and in the loop about student progress/concerns. (Chawathil)*
- *Helping with homework, getting involved with school events and asking children about school. (Chawathil)*
- *A gathering of our Native culture. (Chawathil)*
- *Start from small children and be involved in all activities. (Chawathil)*
- *Have them get more involved with their children's work and to talk to teachers when needed. (Chawathil)*
- *Keeping everyone updated and involved! (Seabird)*
- *To ask to volunteer their phone numbers and meet more often. (Seabird)*
- *Sending out 'daily announcements, daily activities' on computer so that parents are kept in the know of what is taking place at their student's school. Have more regular parent, student, teacher meetings to develop goals and keep up to current learning. Sandwich board, newspaper. (Seabird)*
- *Make family incentives, fun events. (Seabird)*
- *By being truthful – supportive to students, not just to teachers. Listen with an open mind. HAVE STUDENT ADVOCATES FOR PARENTS AND STUDENTS – ASAP. (Seabird)*
- *We need more group events so parents are there to support the children in school. (Seabird)*
- *1) More events for special things like Grandpa Day, Daddy's Day, etc. 2) Having support meeting. 3) By informing the family and helping them make an educated decision. (Seabird)*
- *A happy environment, food, social time. Never call on them with a sour face no matter what. (Seabird)*
- *Be more open in discussions with the teachers as well as the counselors as needed, at least once or twice a month. (Seabird)*
- *To be able to keep us informed and updated! (Seabird)*
- *Send more info. (Seabird)*
- *Just be proud that they are trying. (Seabird)*

- *Have more family involvement such as dinners, rewards, family events, outdoor activity, family advisory meetings, advocacy. (Seabird)*
- *Consistent contact with parents and school staff are genuine and care about student progress, work with parents and students. (Seabird)*
- *Meet in the community, not school for meetings needed. (Seabird)*
- *Invite extended family and grandparents to school/meetings. Parental support for home with structure and boundaries. (Seabird)*
- *Early intervention. (Seabird)*
- *Come to home community for events. (Seabird)*
- *Have sessions where parents etc. feel comfortable in understanding. (Seabird)*
- *One on one communication – phone, email, letters. (Seabird)*
- *Ask students who helps them and communicate to them. (Seabird)*
- *Extra help. (Seabird)*
- *Ask parent, etc. what they need to help student. (Seabird)*
- *Home work check. (Seabird)*
- *Do parents know material? (Seabird)*
- *Communication, communication, communication. (Seabird)*
- *Positivity. (Seabird)*
- *Regular communication. (Seabird)*
- *Feel safe supporting children. (Seabird)*
- *Make meaningful and fulsome effort to reach and connect. (Seabird)*
- *First Nations night to meet and greet with teacher and First Nations staff. (Seabird)*
- *Phone calls/letters to parent on positive feedback and not just on negative. (Seabird)*
- *One on one communication texting – email and phone calls. (Seabird)*
- *Reach and connect with parents and guardians. (Seabird)*
- *Homework. (Seabird)*
- *Early intervention. (Seabird)*
- *Training teachers/staff. (Seabird)*
- *Positivity. (Seabird)*
- *Home work check. (Seabird)*
- *Do parents know material? (Seabird)*
- *Be open to feedback – invite calls/emails – provide updates – call when we have successes, not just the calls when there are issues or problems. (Shxw'owhamel)*
- *Mail invitations, newsletters in band office, fax, email. (Shxw'owhamel)*
- *Communication questionnaires such as this one, but monthly. (Shxw'owhamel)*
- *By having the support of the school staff to make sure the parents/caregivers are also a priority in the school by informing the parents that their child(ren) are doing in the school and not by report card day and find out your child is failing. Involve the parents by either phoning the parents if their child is not making any progress. (Boston Bar)*
- *Days in school to talk to teachers and support workers, frequent updates. (Boston Bar)*

#### Students:

- *Show them what you're doing, ask for any help. (BBESS)*
- *Have them more involved with activities and be supportive. (BBESS)*
- *Let them review and help, plan what you're going to do when you get older, support what you like to do, help with school activities. (BBESS)*
- *Coming here for meetings and supporting me for my grades or sport things I do. (BBESS)*
- *How I can get my relatives involved is to invite them to school activities. My mother may be going to the same university and she may try and teach there. My mother is also very involved in my parent/teacher meetings. (BBESS)*
- *Ask your parents/grandparents for help if you need it. Let them help you out with how you want to do things when you graduate. (BBESS)*
- *I get pretty good support from my guardian; she drives me around if she can. (BBESS)*



- *My family is involved in my education. They all know that I want to become a nurse after I grad and they were all supportive when I changed my mind about being a Marine Biologist. They support me now in school, too. Nanny helps us with homework at home, pays for our field trips, and supports our choices. (BBESS)*
- *Getting me help to get to college and going to grad ceremonies, etc. (BBESS)*
- *Get more involved with their kids in school work and helping with their success to graduate. And after graduating, to support you if you want to go to college. (BBESS)*
- *To have more events to get them to come to school to see how or what you are going to do.*
- *They support you and they are there for you. They support your mind and thoughts. (BBESS)*
- *To have all parents attend Parent/Teacher Interviews and come to the award assemblies.*
- *She already is. She comes to meetings and PACs. (BBESS)*
- *They can help us start up a hockey team or baseball. (BBESS)*
- *Invite them to programs such as skating, gym, etc. Involve them in more activities, and let them know on a basis how their children are doing so they can see the level of achievement they are at, so they can offer support and encouragement. (TREC)*
- *Besides just sending out report cards; bring the family in and show/tell them students strong points and weak points and encourage them to help students with their educational weaknesses. (TREC)*
- *You could have more family-school events, and get the parents actually interested in their children's success. (TREC)*
- *Send newsletters home and have more parent teacher interviews. (TREC)*
- *By keeping them updated on school grades, letting them know that support is very valuable in supporting students. Although parents send their children to school, they need to be willing to support them throughout their schooling, no matter what grade level. (TREC)*
- *Maybe by having informative meetings once a month or quarterly during the year. Making applicable information available to all students, parents and guardians. This questionnaire is a good example of having the students, parents and guardians involved in what's going on in the district. (TREC)*
- *Not living at home. (TREC)*
- *Evening work at home with parents. Communication. PTA'S. Getting parents' approval to add more support. (TREC)*
- *Calling them and giving updates on school work and parent teacher conferences. School events, field trips. (TREC)*
- *They would have to want to be involved. How you would want to get them involved "B-I-N-G-O" activities. They'll all show up... (TREC)*
- *I don't want my family involved! (HSS)*
- *?*
- *More pow-wows, donating money, potlucks. (HSS)*
- *More pow-wows, more potlucks! (HSS)*
- *To talk about it. (HSS)*
- *Fundraising, donating money for trips. (HSS)*
- *Create more meetings that involve students, teachers and parents. (HSS)*
- *Meetings, dinners?, fundraising and donating? (HSS)*
- *Fundraising; dinners; donating money for trips, classes; meetings. (HSS)*
- *?*
- *Keep in contact with parents to see how the student is doing in school. (HSS)*
- *By fundraising for students. Field trips with parent. Add a gym to our school. (HSS)*
- *Fundraising for students, field trips with parents. (HSS)*
- *Keep them in touch via letters or newsletters. (HSS)*
- *We can hold events, celebrations. (HSS)*
- *Get parents to work in the school. (HSS)*
- *Newsletters. (HSS)*
- *Help fundraise for extra-curricular activities towards student education, donating money to classes in the school, volunteering. (HSS)*

- *Keep them up to date on their child's progress; invite them for presentations as a speaker or listener. I would love to see more personal presentations rather than academic ones. Sign agendas to verify completion of homework. (HSS)*
- *Talking to them about school. (HSS)*
- *Newsletters are a good way of communication, or frequent emails. Activities for education, such as fundraising. (HSS)*
- *More checkups on the students' work. (HSS)*
- *Meetings, dinners. (HSS)*
- *Maybe fundraise for supplies. (HSS)*
- *Update parents on daily activities that happen in school. (HSS)*
- *Family activities (dinners). (HSS)*
- *Ask them/email them. (HSS)*
- *You can get parents who can come speak in class as guest speakers. (HSS)*
- *They can help us with homework and get involved with activities. (HSS)*
- *Put little activities on to be more supportive. (HSS)*
- *Guest speakers. (HSS)*
- *Don't...they're involved enough! (HSS)*
- *To get involved, help or support. (HSS)*
- *Technology (email). (HSS)*
- *Technology (email). (HSS)*
- *My mom is involved enough. (HSS)*
- *Meetings. (HSS)*
- *Study with them – teacher parent interviews. (HSS)*
- *Field trips, teacher/parent interviews, study. (HSS)*
- *Contact them and ask for participation. (HSS)*
- *Outside school activities. (HSS)*
- *Hold pep rallies. (HSS)*
- *Independence. (HSS)*
- *It's up to [student name]/[student name] if they want to be more involved. (ACE)*
- *I think the way to get parents, guardians, grandparents, and extended family by inviting them to help out in the schooling. (ACE)*
- *We could help involve our parents in work; with our culture. Involve with more help with school and at home. (ACE)*
- *We can do more social activities. (ACE)*
- *By letting them help us and show us how to do the work. (ACE)*
- *Reading books (parents). Show parents art, music, student work. (AESS)*
- *I don't want them involved. I don't want them involved. (AESS)*
- *We can best involve adults in the successful support of students by making them stay and finish school instead of letting them drop out. (AESS)*
- *Ask them to talk or something, if you want to involve them. I don't know what for, though. (AESS)*
- *In order to get the kids more involved and wanting to come to school we should get the families of the kids to encourage their children. I've witnessed families that don't care for their children's education. Maybe a special Aboriginal counselor would be helpful. (AESS)*
- *A meeting and talk to them. (AESS)*
- *They can support us by making sure that we're getting involved and by telling the school community ideas of what they want us to learn. They can also help us in homework by telling what they know. (AESS)*
- *E-mail. (AESS)*
- *They be nice. (AESS)*
- *Have gatherings. (AESS)*
- *Have bake sales. (AESS)*
- *I don't know. (AESS)*
- *Ask for the support of your loved ones. (AESS)*

- *Have a meeting of how they can be supportive. (AESS)*
- *To involve parents to support us we should have gatherings honoring our accomplishments. (AESS)*
- *Involving parents is a great idea. Having a once in a month get together would be a good idea so they could share how their children are doing. (AESS)*
- *Our parents, or guardians, can be supportive with our schoolwork by helping with homework. (AESS)*
- *Too many big letters to understand. (AESS)*
- *By including them in extra-curricular activities. (AESS)*
- *I'm not sure. (AESS)*
- *Doing fun things for us. (AESS)*
- *Doing fun things for us. (AESS)*
- *We can set up meetings with the parent/guardians and students. (AESS)*
- *Call them and ask them to support us. (AESS)*
- *Family fun. (AESS)*
- *Family fun. (AESS)*
- *Call them and get them to support us. (AESS)*
- *Call and ask for support. (AESS)*
- *By telling them what our goals are and tell them we want to achieve. (AESS)*
- *Make parents, guardians, grandparents aware of what goes on and what activities occur at school. (AESS)*
- *It is fine as I see it. (AESS)*
- *Make school a little bit more fun and more activities. (AESS)*
- *By keeping them updated with activities and by setting regular meetings to involve the parents in our everyday life. (AESS)*
- *We can get them involved by creating activities for all to attend, i.e. soccer, family events. (AESS)*
- *Get our grandparents to teach our language. (AESS)*
- *By making them listen to what their children have to say and to what the First Nation culture has to teach too. (AESS)*
- *I don't know. (AESS)*
- *The best way to involve those around us is to send papers home and maybe have one meeting. (AESS)*
- *We can have more involvement with activities and education. And meetings with parents. (AESS)*
- *Make more success. (AESS)*
- *To help us in the struggles we pass. (AESS)*
- *Meetings, gatherings, potlucks. (AESS)*
- *Nothing. (AESS)*
- *We can involve our parent to come for the support of our students, is to encourage them to come. (AESS)*
- *Soccer, and other sports also. (AESS)*
- *Nothing. Parents never take time off work or just ignore when tired. (AESS)*
- *Adults can go to meetings in school, get e-mail about the progress and see what the kid needs help with and help them. Ask how school is doing. (AESS)*
- *I don't know. (AESS)*
- *Don't involve them. (AESS)*
- *Don't involve them. (AESS)*
- *Let them know their kids weaknesses and achievements and let them know what they might need, a little push or help on how they can change their living environment to be better. (AESS)*
- *Activities. (AESS)*
- *Get more volunteers for classes. (AESS)*
- *Involving them in activities. (AESS)*
- *I don't know. (AESS)*
- *We can support students by encouragements, rewards and recognition. (AESS)*
- *To involve families, I would develop programs designed specifically to involve both students' parents. Also I would hold workshops to educate parents and students on better working skills. (AESS)*



- *Don't involve parents. (AESS)*
- *Don't involve them. (AESS)*
- *To involve our family involved in our way to success, they should encourage our work habits and show us the right way to do things if we do them wrong. (AESS)*
- *Activities like field trips. (SCES)*
- *? (SCES)*
- *Maybe have a mother's (Grandmother's) day tea. (SCES)*
- *I'm happy with my parents' involvement. (CEB)*
- *My parents support me at home. (CEB)*
- *I don't know. (CEB)*
- *Don't know. (CEB)*
- *They can help you with your homework. They provide you a breakfast so you can be energetic for the day. (CEB)*
- *We can involve them by helping fund-raise. (CEB)*
- *Send an email newsletter to them to inform them on everything. (CEB)*
- *Doing Sun Run; fundraising. (CEB)*
- *Doing Sun Runs; fundraising and stuff. (CEB)*
- *To help us do our homework in school. (CEB)*
- *Fundraising; Sun Run club. (CEB)*
- *Help you with homework. (CEB)*
- *Help you with homework. (CEB)*
- *Help you with homework. (CEB)*
- *My parent helps me do my homework. My parent makes a big lunch and breakfast. (CEB)*
- *They can help me with homework. They can tutor us and help us understand things that we didn't before. They provide us a healthy meal every morning so we are awake and ready to learn. (CEB)*
- *That they help you do your work and give you a good lunch to get through the day. (CEB)*
- *Send out reports telling you how the school is doing and let them know if we need donations. Make sure that the parents know about your homework and make sure you go to sleep on time. (CEB)*

### **3. What opportunities for individualized learning exist in our district?**

#### Off-Reserve Parents:

- *This can be accessed through tutoring at the school level, academic support through FNSW, emotional support through Mentor, tutoring and academic support through individual bands. There are community resources such as YIP, EXCEL and others.*
- *Library, cubs or beavers. I am unsure of other areas as I am fairly new to this school and don't know of other options.*
- *History and science projects, art. Self-directed studies could be introduced, such as natural medicine presentations to other students.*
- *Not many without a price attached.*
- *?*
- *Hmmm...good question, but I always encourage my kids to study with other students in their class and develop their own study groups.*
- *To tell you the truth I don't know but would like to somehow get more information.*
- *After school programs.*
- *Get them more involved in their heritage and background and to be proud of where they come from. When I was growing up and in school, you never talked about your heritage or background because you would get beaten up, or singled out. I'm sooo glad my children get to talk about it in school. They, as in schools, have sure come a long way with First Nations and Aboriginal People. Thanks!*
- *?*
- *We need a way for our children to learn easier. Find a way they learn as they all learn differently. My son has always been put in the same category for reading, etc. and when report cards come they say*

*“not yet meeting”. My son can read! He might not read fast or fluent but he can read!! That makes me angry!*

- *Not too sure.*
- *Adapted work/IEP's with modifications/trades, art, PE classes/learning assistance/resource room.*

#### On-Reserve Parents:

- *Job shadowing, go to work with parent for a day, work experience, one-to-one mentoring, grandparents day. (Chehalis)*
- *Don't know. (Chehalis)*
- *More teaching on the reserve, part time summer school. (Spuzzum)*
- *Other languages, music, cultural work. (Chawathil)*
- *Not sure – computer, home-schooling, tutoring program. (Chawathil)*
- *Two Rivers Education Centre is customized learning that enables students to enroll in self-paced curriculum as an alternative to public school. Otherwise Individual Education Plans for designated students. Plus, Halq'emeylem; Learning Assistance. (Chawathil)*
- *Special assistance / parents that get involved. (Chawathil)*
- *Native Education fining [?] are ways towards our future. (Chawathil)*
- *Job career programs available for students at Chawathil. For all ages. (Chawathil)*
- *N/A. It would be good to have learning programs all the time. (Chawathil)*
- *Not really applicable with my children, but I imagine all possible resources are available and used if needed. (Seabird)*
- *We have a lot of opportunities, maybe more support. (Seabird)*
- *I don't know exact opportunities for individualized learning other than I believe we are all different in our ability to learn and together with family and staff support they should be supporting us to learn in a way that is the best possible for us. Do we need more quiet? Do we need different lighting, environment changes? Exercise breaks. Positive models. (Seabird)*
- *Not much if the school has already claimed your school funds then treats you bad enough you and your child are fed up with the school. Other options are limited. (Seabird)*
- *I love Kent School. You can always call the school and find out what's going on. I love that my son is in a reading group. (Seabird)*
- *Lots – we have a growing place of living. We need Native workers in every aspect. (Seabird)*
- *We are so fortunate for all that we do have available for students and anyone wanting direction for their educational needs. (Seabird)*
- *There seems to be new developments in the works all the time, e.g. Nursing program, plumbing, etc. (Seabird)*
- *Depends on hobbies and interests. (Seabird)*
- *Not much. Teachers are not interested in individuals. They complain they have 35 students to teach not 1. (Staff are overworked and just don't care.) (Seabird)*
- *Academic support. (Seabird)*
- *Find out their expertise – what do they have to offer? (Seabird)*
- *Training school staff in communications. How to make parents feel like they are partners in education. (Seabird)*
- *Sponsor events to get together. (Seabird)*
- *Consistent contact. Immediate response. (Seabird)*
- *Genuine. (Seabird)*
- *Early intervention. (Seabird)*
- *Meet in the community. (Seabird)*
- *Support. (Seabird)*
- *Do not know what is available. (Seabird)*
- *Tutoring? (Seabird)*
- *Reading programs? (Seabird)*
- *Is this the latest buzz word in education? (Seabird)*
- *0 (Seabird)*

- *None. (Seabird)*
- *N/A. Poor question. (Seabird)*
- *Teachers not interested because of class sizes. (Seabird)*
- *I don't know. (Shxw'owhamel)*
- *? (Shxw'owhamel)*
- *None in Boston Bar. Needs tutors, after school homework club. (Boston Bar)*
- *Speak 1-1 with teacher and support worker. (Boston Bar)*

Students:

- *Reading, writing, math, science. (BBESS)*
- *I think for individualized learning in our district we have some, for example I wanted to take French 9 as a course for the year but couldn't because I had all my courses for the year. (BBESS)*
- *More things to do like exercise-wise, new actions, trying new things like biking. (BBESS)*
- *The opportunities for individualized learning are the support worker and after school assistance. (BBESS)*
- *School allows tutors to come in the class. (BBESS)*
- *Start a biking club and we can build a bike park. (BBESS)*
- *Well, the basics – reading, writing and numeracy. But also very important life skills as well, such as career and self-reliance, communications, collaboration, teamwork and leadership. Creativity and innovation, caring for personal health and our planet as well as a large cross-cultural understanding. (TREC)*
- *The only one that comes to mind is TREC because it is individualized learning. You're working, learning, and being taught as an individual, not as a class of 30 kids. (TREC)*
- *We have things like alternative schools and programs. Things like technology help, like computers. (TREC)*
- *We have alternative schools. You can go to the library and there are people to help you there, or ask the teacher to help you after class. You have your phone and computer to help you learn. (TREC)*
- *Well, we have the programs around in Hope that help students find jobs (Free Rein) and help maintain them so that they can learn to become more of an independent person, and get an idea of what it is like to earn your own money and possibly pay your own bills. (TREC)*
- *This TREC is an amazing opportunity for my personalized, individualized learning. The services and support offered here has made it possible for an adult student like me to get my grade twelve education. (TREC)*
- *"Proactive" or the working strategy that TREC uses; work at your own pace, learn what you need to know instead of someone teaching it to you. There are lots of opportunities to personalize our learning techniques. Teamwork, leadership. (TREC)*
- *One-on-one help. (TREC)*
- *Slim to none? A few schools/college. (TREC)*
- *There is tutoring. But I think that's more for grades between 1-7. I don't go. I wouldn't know. But I don't think they can help with PMA 12. (TREC)*
- *Teachers, counselors, and friends. (HSS)*
- *Get more lunch time. (HSS)*
- *Tutoring. (HSS)*
- *Tutoring? (HSS)*
- *We can do stuff. (HSS)*
- *Visual (teacher showing me); having a teacher telling me how to learn the lesson and having them show me what to do. (HSS)*
- *Tutoring; in-class help (support workers). (HSS)*
- *Visual; linguistic. (HSS)*
- *The mentor, tutoring, support, homework clubs. All of these are specialized learning for individual students. We all learn differently. (HSS)*
- *Schools, detention, lunch time. Add a gym to our school. (HSS)*
- *Help after school, tutoring. (HSS)*

- *Resource room and apprenticeships. (HSS)*
- *The library gives opportunities; tutor clubs; homework clubs. (HSS)*
- *The mentor, tutoring, support, homework clubs. All of these are specialized learning for the individual student. We all learn differently. (HSS)*
- *Don't know...just moved here. (HSS)*
- *FVDES; tutoring; in-class help. (HSS)*
- *Distance Education; family learning; reading a book; mistakes. (HSS)*
- *After school and at home. (HSS)*
- *Extra-curriculars; other schools. (HSS)*
- *Tutoring; in-class help. (HSS)*
- *I tutor at lunch time so there is a great opportunity there. (HSS)*
- *Don't know. (HSS)*
- *Haven't experienced any. (HSS)*
- *Like tutoring or L.A. block to go one-on-one teaching student to someone who has info about this. (HSS)*
- *I don't have any. (HSS)*
- *Don't understand. (HSS)*
- *We have native workers and support workers? (HSS)*
- *Tutorials. (HSS)*
- *First Nation Support Workers. (HSS)*
- *Tutorials (after school help). (HSS)*
- *Tutorials (after school help). (HSS)*
- *Tutorials and after school tutors. (HSS)*
- *Sylvan Learning. (HSS)*
- *After school tutoring. (HSS)*
- *After school tutoring. (HSS)*
- *I don't know. Just work space at the school during lunch as far as I know. (HSS)*
- *I don't know? (HSS)*
- *Sylvan Learning. (HSS)*
- *None. (HSS)*
- *Work at my own pace, 2 courses at a time. (ACE)*
- *The opportunities for individualized learning is very small to me. It really only happens in alternate schools. (ACE)*
- *Work on our own pace for learning. (ACE)*
- *I work at my own pace. (ACE)*
- *Library, ACE, YIP Centre, and that's it. (ACE)*
- *First Nations Studies 12. (ACE)*
- *Using computers. (AESS)*
- *Tutors; study groups; scholarships. (AESS)*
- *Yes, just with teachers. (AESS)*
- *NOT AWARE OF ANY. (AESS)*
- *Yes, with teachers. (AESS)*
- *Planning 10; our knowledge; guest speakers. (AESS)*
- *School and sports. (AESS)*
- *Schooling. (AESS)*
- *Schooling. (AESS)*
- *Teachers. (AESS)*
- *School and sports around the community. (AESS)*
- *P.F. and P.E. You learn how to play sports. (AESS)*
- *Counsellors, First Nations workers, teachers help. (AESS)*
- *Uhm...I don't know. (AESS)*
- *Sure. (AESS)*

- *We have computers. (AESS)*
- *Lots. (AESS)*
- *? (AESS)*
- *School? (AESS)*
- *Doesn't exist. (AESS)*
- *School. (AESS)*
- *? (AESS)*
- *School; extra-curricular activities. (AESS)*
- *Amazing. (AESS)*
- *Amazing. (AESS)*
- *School; extra-curricular activities. (AESS)*
- *School; extra-curricular activities. (AESS)*
- *Doesn't. (AESS)*
- *I don't know. (AESS)*
- *I don't know. (AESS)*
- *Applied class and the opportunities some schools/universities offer, class, courses. (AESS)*
- *There are many opportunities for students that are learning. The school has UFV courses available in school. There are apprenticeship programs and many more. (AESS)*
- *Halq'emeylem. (AESS)*
- *We learn about our culture and our ancestors and how to live life as our ancestors did and how to speak Halq'emeylem. (AESS)*
- *I don't get individualized learning. (AESS)*
- *Tutors; independent learning opportunities; apprenticeships; work experience. (AESS)*
- *Tutors; independent learning experiences; apprenticeships; work experience. (AESS)*
- *No, we do not get individualized. (AESS)*
- *Listen more. (AESS)*
- *Computers. (AESS)*
- *Computers, school, DS, transletters, cellphones. (AESS)*
- *Homework Club. (AESS)*
- *There is no individualized learning. (AESS)*
- *I don't know. (AESS)*
- *Computers; books. (AESS)*
- *Computers. (AESS)*
- *Going off grounds. That's all. (AESS)*
- *School, jobs. (AESS)*
- *School, jobs. (AESS)*
- *Yes. (AESS)*
- *The support and help from our teachers. (AESS)*
- *Going off grounds, that's all. (AESS)*
- *Tutors; girls' group. (AESS)*
- *To me, there is no individualized learning in this district. (AESS)*
- *Tutoring and group tutoring sessions. (AESS)*
- *Tutors; girls' group. (AESS)*
- *I don't know. (AESS)*
- *The opportunities in our school are all the after school programs we have here like the college courses. (AESS)*
- *Halq'emeylem, off the top of my head. (SCES)*
- *? (SCES)*
- *Halq'emeylem, off the top of my head. (SCES)*
- *I don't know. (CEB)*
- *Don't know. (CEB)*



#### 4. What can we do to improve the success of your students in our school?

##### Off-Reserve Parents:

- *Continued support for academic, cultural and emotional needs. Access to tutoring for those Off Reserve and Non Status at school or outside school that is affordable and effective. Counseling and support for non-academic needs can improve student success.*
- *I find the reading material he brings home to be not as challenging as I would like it to be.*
- *Promote excellence in all areas of life, teach them organizational and stress coping skills.*
- *Encouragement.*
- *Get parents more involved with students' schooling.*
- *Technology is the wave of the future. If students were given the opportunity to a laptop program... My daughter was given a brand new laptop at a middle school to use during one school year and she did very well. In fact she can make videos from still camera pictures with music in the background. She also learned how to use all of the Microsoft Office programs, like Word, Publisher and Excel.*
- *I think the support we have with our youth coordinator and counselors is beneficial to our youth but more support and somehow encouragement would be great.*
- *Fun teachers.*
- *A good and great education and skills getting along with others.*
- *Keep parents more up-to-date with their child's success in the classroom.*
- *Focus on abilities, NOT put all kids in the same category as others as many kids and all kids learn differently. Involve parents in learning successes.*
- *Cultural field trips.*
- *Keep more in touch with their parents.*
- *Continue to offer #2 & 3 [open house, athletic/drama activities, etc.; adapted work/IEP's with modifications/trades, art, PE classes, learning assistance/resource room], good communication between teacher/FNSW when things go off track.*

##### On-Reserve Parents:

- *Empowerment of student's families, involvement from home. Getting a solid Education Plan for secondary students even if we may have to do some hand-holding. (Chehalis)*
- *Maybe more job fairs with information on necessary courses and education. Motivation. (Chehalis)*
- *There should be someone available for some kids who miss the bus. It's a safety hazard for them to be walking/hitchhiking to school on the highway. Need in-school alcohol and drug counselors and grief counselors. (Chawathil)*
- *Provide supports that encourage success – tutoring, audio/video aids, promoters of success – in the area and nationally. (Chawathil)*
- *Encourage them to achieve their goals, make them feel welcome, involve parents, ensure they have support. (Chawathil)*
- *Keep advocating for SD78 First Nations to continue enhancement of curriculum, resources, services, extra-curricular sports/events to ensure high standards all across for our children. Keep building parent-teacher relations. (Chawathil)*
- *Student/teacher conferences, school events. (Chawathil)*
- *Most Native people lack transportation from like adults, student the refuse transportation. I see this a lot. (Chawathil)*
- *Stop bullying. Make sure student is happy and have counselling available. Don't discriminate and no predicism. (Chawathil)*
- *Be more stern and let them know what is expected of them when they finish school. They think when they finish, that's it. (Chawathil)*
- *Communication – already top notch regarding teachers and principals. I seldom hear from liaison worker at high school. I know she is there if needed though! (Seabird)*
- *Need higher education, strict rules, no tolerance for bullying, more one-on-one with students. (Seabird)*
- *Integrate and provide tools for different learning styles. We are all different learners. More auditory, visual, and kinesthetic learning opportunities. Yoga balls for movements, stress balls to squeeze, visual*

aids, pictures and items to touch and manipulate. Lighting and warmer, inviting, organized environments. Picture routines. Rock climbing walls. (Seabird)

- *Patience with our students. It's such a fast pace world today. (Seabird)*
- *Be more pro-active in the help parents need in defending their children. Give support when needed and follow through. Don't be a 'do as I say, not as I do' person. Our youth and children see too much of that from our leaders, teachers and support. (Seabird)*
- *School needs to be more practical. I had a hard time keeping focus in school and they don't provide enough educational entertainment. (Seabird)*
- *If a child (like my son) is falling behind but not enough to be considered failing, please help them so that they like to be at school and don't start to feel dumb. (Seabird)*
- *Every step of the way is a success and it needs to be treated that way. (Seabird)*
- *I really feel that on-going success starts from home so...for sure, being sure they're stable at home. Financial needs updated to meet the new world standards of living if away from home in any educational study. (Seabird)*
- *Reading needs to be emphasized. Opportunity for individualized for gifted and non-gifted students. (Seabird)*
- *Try to make school fun for everyone – students and parents and guardians. (Seabird)*
- *Try to find their desire of multiple things that interest them and coincide with personal hobbies and potential things that may be prosperous. (Seabird)*
- *More programs. Setting goals. Open communication – one-on-one. Strategies to enhance their education, as well as attendance are important. Encouragement. (Seabird)*
- *By assessing what my child needs, as formal assessments are not available and they need to be. (Seabird)*
- *Offer support needed in classroom to ensure he gets work done, organization help with locker/books etc. Call him if he's absent and talk with him after he's back in school to say we've missed you. (Seabird)*
- *Teach him meaningful subject material to help him in life that he can use. (Seabird)*
- *Teach him according to his learning style. (Seabird)*
- *Do not know what is available. (Seabird)*
- *Academic support – one to one support. (Seabird)*
- *Mentoring for "at risk" students. (Seabird)*
- *Professional development for teachers on Sto:lo culture. (Seabird)*
- *Leadership training for students. (Seabird)*
- *Guidance counseling. (Seabird)*
- *Good oriented training. (Seabird)*
- *FNSW – be more involved in all issues. (Seabird)*
- *School orientation done by other students. (Seabird)*
- *Concentrate and provide the direct one to one support to the students to ensure student graduates with diplomas. (Seabird)*
- *Tutoring. (Seabird)*
- *Introduction of school from peers or older student. (Seabird)*
- *FNSW working with them one on one. (Seabird)*
- *Let them know what is available to them or services. (Seabird)*
- *Constructive criticism. (Seabird)*
- *Give credit where credit is due. (Seabird)*
- *Road test. (Seabird)*
- *Draw the information for student. (Seabird)*
- *Support staff. (Seabird)*
- *Support the students' academics that are in need of it. (Seabird)*
- *Team meetings of each student that is struggling. (Seabird)*
- *Spend the time with struggling students. (Seabird)*
- *Cater to the different learning styles. (Seabird)*
- *Crediting. (Seabird)*

- *Have high expectations – constructive criticism. (Seabird)*
- *Individualized supports – with one on one support. (Seabird)*
- *Care for students – connect with them – listen to/for them. (Seabird)*
- *Acknowledge systemic racism exists and move to abolish. (Seabird)*
- *Teacher equity – get FN teachers into the classroom. (Seabird)*
- *Relevant curricula. (Seabird)*
- *Pro-D by all teachers on Sto:lo. (Seabird)*
- *Guidance counseling. (Seabird)*
- *First Nations support work to be more involved with educational issues and supporting the student when a problem arises. (Seabird)*
- *Assessment for students if required. (Seabird)*
- *No racism. (Seabird)*
- *Mentoring. (Seabird)*
- *Professional development. (Seabird)*
- *Evaluate ourselves as teachers; measure our goals, successes, attitudes; mirror our teaching methods; then change as needed. (Shxw'owhamel)*
- *More parent/teacher meetings. More information on how your child is doing. What is the student doing in school? (Shxw'owhamel)*
- *Encouragement and a positive atmosphere... (Shxw'owhamel)*
- *Teachers, principals, First Nation Support Workers should be informing parents/caregivers at the start when a child shows signs of not making progress instead of waiting for report card day. Teachers tell a student what to do on assignments instead of explaining and assisting with the assignment. Need more support from teachers/staff. Teachers/staff should pay attention to all students not just certain students. Teachers should know how to communicate with active students. (Boston Bar)*
- *Updates, challenging their minds. (Boston Bar)*

#### Students:

- *Keep up with generations technology, get to know students. (BBESS)*
- *More 1-on-1 time with teachers, be on time with changes. (BBESS)*
- *Supporting new technology, but still have hands-on learning. (BBESS)*
- *Some improvements we could use in our school is connecting and meeting the needs of our individual students. Putting students at the same level might be expecting too much or too little from students. (BBESS)*
- *Funding – loans. (BBESS)*
- *More help with school work; loans. (BBESS)*
- *More support with our work (more time researching). (BBESS)*
- *We have to keep up with the demand and technology. (BBESS)*
- *Help me with my work. (BBESS)*
- *Create a quiet, sophisticated learning environment. One where there is no bullying, and no distractions. I found that things of that nature slowly and gradually put me behind in my schoolwork. (TREC)*
- *In and out of school tutoring, and maybe teen mentoring for younger students (teach leader and life skills to teens and provide positive role models for younger children). (TREC)*
- *I think the teachers need to relax, and kids need to work at their own pace. (TREC)*
- *Not so much homework or pressure. (TREC)*
- *Keep the learning environment a learning environment and not just a place to be sociable. It seems to be a good place for me, it is just a matter of staying on track, on task and keeping focused. (TREC)*
- *By providing me with the information needed about funding for my post secondary education. Maybe possible funding for secondary education? Maybe courses that provide growth in academics? A course that would teach me how to be a better student who gets good grades. (TREC)*
- *Pay attention to your work and not procrastinate. (TREC)*
- *Help me go for what I want, like if I want to be a teacher, do more English with me; if I wanted to be a mechanic, help me do electives in high school. (TREC)*



- *Give homework and help people get started on their school work. (TREC)*
- *(Not pointed towards TREC) The teachers have a big effect on how a student can pass or fail a course. Too much homework. (TREC)*
- *Improve...I guess by...that's a tough one. I don't know. Sorry, I can't help. (TREC)*
- *To have more activity around school. (HSS)*
- *More fun days. (HSS)*
- *Potlucks, pow-wows, extra-curricular activities. (HSS)*
- *More pow-wows, more potlucks! (HSS)*
- *Learn stuff. (HSS)*
- *More teachers that are more suitable in their subject. Teachers need to not talk for 60 minutes of the class then assign homework. (HSS)*
- *Keep doing what you're doing. (HSS)*
- *More help in class. (HSS)*
- *More teachers who are qualified for their job; more visual arts for learning. (HSS)*
- *We need more T.A.s to come and help us in classes when needed. (HSS)*
- *Give more time. (HSS)*
- *By raising the reward for success. Add a gym to our school. (HSS)*
- *By allowing students to learn in more creative ways. (HSS)*
- *Offer spare blocks in order to complete homework. (HSS)*
- *Extra time to do work that doesn't make sense; to help us understand more. (HSS)*
- *Put some more work into different learning techniques and styles and more T.A.s to help when the teacher can't. (HSS)*
- *Drop math 11, biology – won't need them. (HSS)*
- *Help in and out of class; more digital help (online, over the phone). (HSS)*
- *More support while "keeping it real". It helps to not sugarcoat situations all the time. One needs to be strict and helpful rather than simply giving away answers; more involvement probably. (HSS)*
- *Helping out more. (HSS)*
- *I think the teachers do the best they can do to keep us on the right track. (HSS)*
- *Help in class; pay for more field trips. (HSS)*
- *I think everything is fine how it is. (HSS)*
- *N/A (HSS)*
- *Make it more hands-on. (HSS)*
- *More athletic programs to involve students with. (HSS)*
- *Get the band to give money for honour roll and merit 'cause it's motivation to me. (HSS)*
- *You can give me more help in English and other classes. (HSS)*
- *Make things more interesting. (HSS)*
- *Keep helping students with tasks. (HSS)*
- *Less homework; more field trips; more individual help. (HSS)*
- *Less homework; more individual help. (HSS)*
- *Less homework; more individual help. (HSS)*
- *Less homework plz! Thx. (HSS)*
- *I don't know. (HSS)*
- *Less homework. (HSS)*
- *Less school. (HSS)*
- *Provide good friendships and good working places to work on homework and make it fun. (HSS)*
- *I don't know. (HSS)*
- *Free food at lunch. (HSS)*
- *More First Nations content. (HSS)*
- *To improve the success of my success would be to offer more help in classrooms. (ACE)*
- *Make the work a lot more fun. We all can make stuff more fun. (ACE)*
- *Nothing. (ACE)*
- *Nothing. (ACE)*

- *Meet one-on-one regularly. Keep in touch with students. (ACE)*
- *More time in classes like PE and computers. (AESS)*
- *Encouragement. (AESS)*
- *Work harder, work after school, anytime you have to succeed, to pass. (AESS)*
- *Something to work toward at the end of the year; plaques, scholarships, prizes, certificates. (AESS)*
- *Not a long time in school, like 2 blocks a day. (AESS)*
- *By making sure that we know what we need to know, and helping us understand why we need to. (AESS)*
- *Give us interesting courses. More involvedness. More hands-on field trips. (AESS)*
- *I don't know. (AESS)*
- *Be aware. Have more help. (AESS)*
- *Give more help. ♥ (AESS)*
- *Teach more useful stuff. (AESS)*
- *More desks and chairs. (AESS)*
- *More P.E. (AESS)*
- *Nothing... (AESS)*
- *I do not know. (AESS)*
- *Plaques for each individual would be nice. (AESS)*
- *To improve success in school we can study more often, and come to school more and get homework in on time. (AESS)*
- *Don't know. (AESS)*
- *Get more kinds of classes. (AESS)*
- *Nice teachers, less boring work! (AESS)*
- *Tutors. (AESS)*
- *Make class more interesting. (AESS)*
- *Nice teachers, less boring work. (AESS)*
- *? (AESS)*
- *You can give better courses that will make us smarter. (AESS)*
- *More bathroom breaks. (AESS)*
- *More bathroom breaks. (AESS)*
- *More bathroom breaks. (AESS)*
- *You can get better courses to learn more. (AESS)*
- *Make classes fun. (AESS)*
- *Nothing. (AESS)*
- *Go in more sports and get my grades up. (AESS)*
- *More motivation, less expression of how difficult things are to succeed. (AESS)*
- *Study. (AESS)*
- *Make classes more fun and not so dull. Get comfy chairs too. (AESS)*
- *I'm already successful enough. (AESS)*
- *Giving us a certain opportunity to learn more. (AESS)*
- *Make First Nations have a standard to make before given any "extra" opportunities. (Work for it!) (AESS)*
- *Better teachers. (AESS)*
- *Pay attention. (AESS)*
- *Less textbook work. More places to go to get help. (AESS)*
- *Laptops! (AESS)*
- *More help? More opportunities. (AESS)*
- *More free time. (AESS)*
- *More programs and more helpers. (AESS)*
- *Not sure. (AESS)*
- *Set up more extra-curricular activities, i.e. study groups. (AESS)*
- *Do more experiments and hands-on stuff. (AESS)*

- *More homework rooms, more classes to pick from. (AESS)*
- *Give more support. Work with an Aboriginal teacher or support worker. (AESS)*
- *More money and more field trips, and school starts later. (AESS)*
- *More money. (AESS)*
- *I don't know. (AESS)*
- *Notice and help the ones that are struggling and try to get a better understanding on why and help as much as possible. (AESS)*
- *Give kids the elective they want instead of choosing for them. (AESS)*
- *Give lots of support for the kids who really need it and get as much help for them as they can. (AESS)*
- *Make classes a bit more fun. (AESS)*
- *Encouragement. (AESS)*
- *The only thing we can do to help success is by showing the door. It is up to the student if they choose to be successful or not. They choose to go through that door or not. Encouragement is one of the only things we can do. "Show the door; it's their choice to go through it or not." – unknown. (AESS)*
- *Develop schooling options better suited to First Nations learning styles. Also, develop programs to watch and guide us throughout the year. (AESS)*
- *Making school fun. (AESS)*
- *Schools should start later. (AESS)*
- *They could have helpers in each class with the Natives in the room. They could also give out plaques to the students who have good success. (AESS)*
- *Be less grouchy!!!! (SCES)*
- *I just need practice. (SCES)*
- *In assemblies, grade 6's and 5's have to sit on the round – and it's really uncomfortable. (CEB)*
- *I don't want anything to change. (CEB)*
- *I don't know. (CEB)*
- *Don't know. (CEB)*
- *They can change the learning with more artistic art so we can express ourselves. They need more First Nations work. (CEB)*
- *They need more First Nation stuff. (CEB)*
- *Make it fun to get and keep the students' attention. (CEB)*
- *We can improve the success of our success in our schools. (CEB)*
- *Work harder to get better and to get a better job. (CEB)*
- *Do all homework. (CEB)*
- *Help me to a good success to improve to make it to grade 12 because I don't like work but I want to make it to grade 12. (CEB)*
- *Leave it the same. (CEB)*
- *It's fine. Leave it the same. (CEB)*
- *Give us more time to do our work in class. (CEB)*
- *You could help us understand better by answering each question and can also make some things a little harder sometimes to push us to see how much we can learn. (CEB)*
- *Help us when we are stuck in a class and get good text books and better books. (CEB)*
- *Ask if a student understands the question. Phone home if the student is having trouble. Maybe the parents can help. (CEB)*

## 5. What do you think your children need to be successful in the workplace and their careers?

### Off-Reserve Parents:

- *First a strong sense of self worth, a solid work ethic, positive attitude, motivation to achieve coupled with graduation and post secondary education and/or training. A FN student also needs connection to community and cultural identification. Being healthy physically, emotionally and mentally all play roles in success.*
- *Social skills and being able to empathize with others while being able to express his own thoughts and garnering respect from both angles.*

- *A desire to strive for excellence and the ability to remain organized during times of change.*
- *Hands-on experience and real life experiences. Education that is more vocational than paperwork and essays.*
- *Social skills – working with other people.*
- *I think children/students would benefit from learning about their career choices, by spending a block of time with people who work in those fields.*
- *Encouragement, praise, and listen to what they might want.*
- *Attendance and being sure of what they want to be and having fun doing it.*
- *Have a strong and good relationship with the students.*
- *They need to succeed in school and go as far as they can with their education to become successful, independent adults.*
- *Voices, positive thoughts, acknowledgement of who they are and where they can go and who they can become!*
- *A feeling that they are important and capable of being successful. Knowing they will be heard and listened to when they wish to express themselves.*
- *Responsibility and Guidance.*
- *Good attendance (able to come to work on time), good attitude and academics that coincide to job entering.*

#### On-Reserve Parents:

- *Role models. The 9 essential skills (understanding and utilizing the 9 essential skills). A solid Education Plan which may include post secondary training. Workshops by employment counselors for career planning, i.e. personality dimensions, true colours, etc. (Chehalis)*
- *They need to take responsibility for their actions. Good work ethics. (Chehalis)*
- *Steady home life, understanding of what is being taught in school, my support by being around him, taking more time with my son. (Spuzzum)*
- *Self-esteem, no racial ideas in their own minds, family support, drug and alcohol free. (Chawathil)*
- *Learn to be grounded and not be abused. A good understanding of that career choice and a secondary one to do and even a third. Promote ideal work places so that the student will know what a good workplace is. (Chawathil)*
- *Be responsible (learn to be), time management, interactive, goal setting, career planning. (Chawathil)*
- *A sound education as a graduate would be most helpful for success in the workplace. However, effective role modeling of communication skills to develop student-teacher relations would also be necessary. (Chawathil)*
- *Positive thinking. Don't say "I won't be hired because he doesn't like Natives." Show them Native can do the job, too. (Chawathil)*
- *Always make sure they receive some attention in Math, English and Arts, some kind. (Chawathil)*
- *Good grades / high school graduation. Work experience and extra curricular activities. (Chawathil)*
- *A strong, healthy foundation at home with family and extended. Patience, consistency, and most importantly, time. Setting positive healthy examples of values, morals and respect.*
- *Support – a lot of it. (Seabird)*
- *They need to feel valued, respected. That they have a say in matters concerning them. They need to have opportunities to practice speaking, active listening, and writing their thoughts or funneling their thoughts and emotions through some medium – yoga, art, cooking, creative writing, dance, drumming, music, exercise. (Seabird)*
- *Computer and less paper. (Seabird)*
- *EDUCATION SUPPORT. (Seabird)*
- *They need to provide kids with knowledge of knowing how much fun the workplace or careers are. (Seabird)*
- *Higher level of education. Not going to work but to stay in school. (Seabird)*
- *They need a good boss and proper tools, good pay. (Seabird)*
- *Positive feedback from home, community and workplace. For all their needs to be met prior to letting them go into their rite of passage. Continuous support to be known and that they are not alone. (Seabird)*

- *Education geared to their aspirations. (Seabird)*
- *Self-esteem, confidence, better education. (Seabird)*
- *A solid, positive environment and a good basis of their goal. (Seabird)*
- *Setting goals for their future. Good attendance is important. Positive awareness and attitude. More programs. More events. (Seabird)*
- *Self-esteem, identity, knowledge and skills, structure, routine, healthy boundaries, positive work ethics. (Seabird)*
- *Work ethic. (Seabird)*
- *Self confidence. (Seabird)*
- *Communication skills. (Seabird)*
- *Role models. (Seabird)*
- *Teachers who know and respect Sto:lo history and culture. (Seabird)*
- *Driver's license. (Seabird)*
- *Work experience. Job mentoring. (Seabird)*
- *Job preparation – practicum – resume writing. (Seabird)*
- *Work and post secondary readiness. (Seabird)*
- *Hands on learning. (Seabird)*
- *Counselling support (mental). (Seabird)*
- *Work readiness club/workshops. (Seabird)*
- *Role models. (Seabird)*
- *Driver's license. (Seabird)*
- *Self esteem. (Seabird)*
- *Educated – reading and comprehension. (Seabird)*
- *Life Skills. (Seabird)*
- *Driver's license. (Seabird)*
- *Role models (mentor). (Seabird)*
- *Self esteem. (Seabird)*
- *Life skills. (Seabird)*
- *Guidance counseling. (Seabird)*
- *Value system. (Seabird)*
- *Work ethic. (Seabird)*
- *Identify their strengths. (Seabird)*
- *Achieve their Dogwood Diploma. (Seabird)*
- *Self Esteem. (Seabird)*
- *Motivation. (Seabird)*
- *Academic success/completion/support.*
- *Understanding their education and what they have achieved. (Seabird)*
- *Career path. (Seabird)*
- *Driver's license. (Seabird)*
- *Communication skills. (Seabird)*
- *Strong foundation of education. (Seabird)*
- *Strong foundation of self worth/self reliance. (Seabird)*
- *Identify and start career path in Grade 8. (Seabird)*
- *Strong on life skills including critical thinking. (Seabird)*
- *Curricula that is relevant. (Seabird)*
- *Work experience – Give choices. (Seabird)*
- *Educational Plan. (Seabird)*
- *Support from educators, parents, community – emotionally, physically, spiritually, academically, etc. (Shxw'owhamel)*
- *More on job training. More educational training. (Shxw'owhamel)*
- *Guidance and opportunities. (Shxw'owhamel)*



- *The school should have more information and inform students on what they need for after school when they (students) are graduated. Students should be tested from K-12 to see where they are unsuccessful and work with them to achieve where they are struggling. (Boston Bar)*
- *Goals met, knowledge in all classes, Math, Science, English. (Boston Bar)*

Students:

- *Listen to music and start working. (BBESS)*
- *Get to work on time. Be polite to customers. (BBESS)*
- *Workplace: You have to be ready, and follow the rules. Career: Finish school, figure out where you're going to work. (BBESS)*
- *To be successful in the workplace and my career I need to be committed, and take any courses you may need to complete your goal. (BBESS)*
- *Be on time, dress appropriately and follow the rules and be active and respect. (BBESS)*
- *Be on time, be dressed nice, know what to do, do your best. Don't miss class, take notes.*
- *Listen to your boss, never be late for work, dress proper. (BBESS)*
- *Always doing better, no slacking. (BBESS)*
- *To be successful in a workplace you need to be there, be aware of what you are supposed to be doing. You also need to have what you are assigned in on time. You need to learn from what you do and you need to enjoy what you are doing. (BBESS)*
- *Show up to work on time, dress nice. (BBESS)*
- *Hmmm...keep my head up and try. I want to be a maternity nurse. (BBESS)*
- *Be on time, dress suitable for your job, healthy habits, post secondary, knowledge about your workplace, portfolio, understand your education outline, exams. (BBESS)*
- *Shovel for winter, get my snow stuff on and go and shovel for a job. (BBESS)*
- *Do good in school, get scholarship. (BBESS)*
- *Make sure you're responsible, get up when you need to. (BBESS)*
- *Good grades, knowledge of what your career is, personality, be on time. (BBESS)*
- *Information, motivation, and someone telling me to work. (TREC)*
- *Self-confidence, responsibility, people skills, having to work well under pressure, do a resume, get to bed on time, get to work/school again. Completing my grades so I can graduate – English teacher, writer, psychologist, corrections officer. (TREC)*
- *I need a healthy working environment. (TREC)*
- *Marketing and financial skills. Every job I've had has had to do with marketing and financial. I would love to have and learn more business skills. I also need my grade twelve diploma to move ahead in my future career. (TREC)*
- *A good state of mind, focused on the main goal, earning your own money and not being dependent on others to always provide for you. A helping hand is always good, help with keeping your own mind on task, set on the point to where you can finally be satisfied with your own life. (TREC)*
- *Proper training and appropriate courses to help you get farther along. (TREC)*
- *You need to feel accepted, and you need to have proper training. (TREC)*
- *Better social skills. Many students my age have difficulties interacting with public speaking and situations. (TREC)*
- *Encouragement, support, a friendly and safe learning/working environment, and a good intellect on the knowledge that is and was learned in school, as well as the skills needed to succeed in that specific field. (TREC)*
- *A good work ethic and stronger will. (TREC)*
- *A rad education. (HSS)*
- *I don't know. (HSS)*
- *I already am what I need to be. (HSS)*
- *Good education. (HSS)*
- *Good socializing skills; good education. (HSS)*
- *Education. (HSS)*
- *Good work ethic. (HSS)*

- *Good work ethic (i.e. be on time); be determined. (HSS)*
- *Good work ethic; be determined; want to succeed; be happy with what you're doing. (HSS)*
- *You need to be smart and have the proper knowledge. (HSS)*
- *Exceptional work ethic; determination. (HSS)*
- *Knowledge of common history, math, and sciences. (HSS)*
- *You need to keep positive. (HSS)*
- *Work hard and do my homework. (HSS)*
- *You need to get good grades and have to go to college and succeed. (HSS)*
- *Proper training. (HSS)*
- *Work experience. (HSS)*
- *Be organized; on task; caught up in school; independent. (HSS)*
- *For my career, I need a lot of knowledge, mostly math. I also need experience in the work area. (HSS)*
- *Good intentions; good attitude; good knowledge. (HSS)*
- *Need to be reliable; work ethic. (HSS)*
- *Determination!!! (HSS)*
- *Pay attention in class? (HSS)*
- *Cooperative persona; education of some kind; persistence; consistence; seriousness. (HSS)*
- *Encouraging coworkers and employers; satisfactory pay. (HSS)*
- *Know how to shoot, act, cook, the strap, cool uniforms, RUGBY TEAM. (HSS)*
- *You need a sense of responsibility, a good personality and if you work in a store or as a cashier manager, you need good people skills. (HSS)*
- *You need a good education; good person; sense of responsibility. (HSS)*
- *www.4chan.org/b/ (HSS)*
- *A positive environment to work in. (HSS)*
- *School supplies; positive work environment. Add a gym to our school. (HSS)*
- *Equipment. (HSS)*
- *You must be responsible; you must care about your work and about school. (HSS)*
- *All areas; good attention span; good attitude; good intention. (HSS)*
- *Good intentions; good attitude; the 'want' to succeed; showing up on time; being punctual. (HSS)*
- *Respect; good listening skills; good communication skills; be on task. (HSS)*
- *All areas; good attitude; good attention span. (HSS)*
- *To like your job? (HSS)*
- *Participation. (HSS)*
- *? (HSS)*
- *You need to get there early and food safety. (HSS)*
- *Positive attitude; determination; motivation; strength. (ACE)*
- *No more discrimination, or racism, or people putting other people down. (ACE)*
- *Psychology, criminology, all-ologies. (ACE)*
- *Good question. Work on my vocabulary and work on with outspoken with other people. Bigger, better school; involve more people than First Nation; and none national people. (ACE)*
- *I think to be successful in the workplace is to have outstanding people skills. (ACE)*
- *Good qualities and attributes. (ACE)*
- *The things that I would need to be successful is a good schedule, honesty, and respectful attitude. I would have to always be on time and would have all day during the shift to move up in ladder. I would like to have good leadership, to show your co-workers how it's done the right way. (AESS)*
- *Jobs. (AESS)*
- *Good attitude. (AESS)*
- *A knowledge of my culture, respect, planning and the ability to make good choices. (AESS)*
- *To be successful in a career you need a good atmosphere and support and recognition. (AESS)*
- *A good attitude. (AESS)*
- *Work harder in classes. (AESS)*
- *The focus and help from our teachers. (AESS)*



- *I need to succeed in my goals, succeed in my parents' expectations, pass. (AESS)*
- *I don't know. (AESS)*
- *Education, graduation. (AESS)*
- *Education, graduation. (AESS)*
- *Listen, pay attention but make it more interesting. (AESS)*
- *I need more help in math and English. I didn't learn the multiplication/division in class. I didn't feel that I had the right teacher or help I needed. Now math is really hard. English, I am a slow reader and need a little more time in class and out to do papers. (AESS)*
- *College, high school, university degrees. (AESS)*
- *A safe environment. Also a healthy environment. (AESS)*
- *You need to have an education and be suited to your job. (AESS)*
- *To be successful is to have good math and go to university. (AESS)*
- *A good education. (AESS)*
- *Have acting in Canada! (AESS)*
- *More writing and acting schools. (AESS)*
- *Education. (AESS)*
- *Good education and a good name with social skills, independence and recognition. (AESS)*
- *I need proper and lots of good education and the chance to be better than others. (AESS)*
- *Quiet. (AESS)*
- *Good education and how to work good with others and have a good attitude about it. (AESS)*
- *Give them more money. (AESS)*
- *To be organized and on time. (AESS)*
- *Dedication, hard work and willing to learn. (AESS)*
- *Good grades, etc. (AESS)*
- *Good attitude, hard worker, always there. (AESS)*
- *Have good opportunities to us. (AESS)*
- *Set a goal. (AESS)*
- *Set a goal. (AESS)*
- *Goal and education. (AESS)*
- *Goals. (AESS)*
- *Your goals. (AESS)*
- *Your goals. (AESS)*
- *Goals and education. (AESS)*
- *You need to have a good education. (AESS)*
- *A brain. (AESS)*
- *Not get distracted while in class. (AESS)*
- *By being educated. (AESS)*
- *A brain. (AESS)*
- *I don't know. (AESS)*
- *Get good grades. (AESS)*
- *Warmth/air conditioner. (AESS)*
- *You need a good education to have an education. (AESS)*
- *You need a good education. (AESS)*
- *A good education; good work habits; be on time; good communication skills. (AESS)*
- *Help figuring out what to do; good education; habit of getting work done; be on time. (AESS)*
- *Math. (AESS)*
- *You need school to get a good job. (AESS)*
- *Good grades. (AESS)*
- *Education. (AESS)*
- *Education. (AESS)*
- *Uhm...help. (AESS)*
- *DETERMINATION. Skill, willingness to work, intelligence, integrity, enthusiasm. (AESS)*

- *I need to understand the kind of person I am; my personality, my strengths, weaknesses, abilities, and what I could accomplish with them. I need to understand what I am going to do when I'm on my own. I need to learn how to stay fit, and know the basics and more about English, Math, Science, etc. (AESS)*
- *Sleep, eat, living on my own. (AESS)*
- *Punctuality; work hard. (AESS)*
- *You got to get your rest to be active, and be prepared for work or school. (AESS)*
- *A good attitude; an open mind; surrounded by positive people; respect. (AESS)*
- *Working in a store. Math (working with money); reading. (AESS)*
- *I need a college diploma. (SCES)*
- *Work good and long. Make sure it's done right the first time and that will almost guarantee successes. (CEB)*
- *I have babysat. Do what I am told. (CEB)*
- *You need to know everything that you need to know. You need to have a positive attitude to be willing to do everything you need to do. You need to be fully committed to your job, to keep promises, be on time, etc. (CEB)*
- *Help people when they are gone. (CEB)*
- *Babysit; change baby's diaper. (CEB)*
- *Babysit; help aunty around house. (CEB)*
- *Mow grass. (CEB)*
- *Education. (CEB)*
- *Try to work better so you can get a bigger payment. (CEB)*
- *I think I need experience. (CEB)*
- *Behaviour and work. It needs to be fun or kids won't listen. It's just the way kids are. (CEB)*
- *You have to show up on time; babysitting certificate. (CEB)*
- *I have to get a good education to get a good career; show up on time; a diploma. I'm clean. I'm cool. (CEB)*
- *Don't know. (CEB)*
- *Workplace; babysit. I clean, I change diapers, I feed the kids I'm watching, I give them a nap, I take good care of kids. (CEB)*
- *I'm 11! (CEB)*

## 6. How do we work together to keep your students in school?

### Off-Reserve Parents:

- *Regular communication, parents need to be involved in the curriculum and understand what is expected of the students such as PE requirements, agenda expectations, daily physical activity log, etc. Many students require emotional/social support as they have struggles and barriers that are not academic and hinder the ability and/or desire to make education a priority.*
- *Keep them interested and having fun while learning.*
- *Motivation to succeed from peers, family, and faculty. Reward success.*
- *My kids love school. They just have problems with all the rules of FORMAL education...math, spelling, grammar, etc.*
- *?*
- *Leadership. I believe that some children may lack from leadership skills. These skills can be learned from other people who may be considered mentors.*
- *Now there's a question...hmmm...*
- *I think it is just talking to them.*
- *Sometimes. I'm a young single mom of 2 teenage daughters and I feel extremely shy and singled out. It is a small town and I wish people wouldn't stare. It does make me feel very uncomfortable. I would love to be more involved with the school, if I could get over my fear of people staring.*
- *Give them all the resources they need to get them through anything they are struggling with, i.e. tutors.*
- *Meetings, interventions before it's too late. Staying positive with the students.*

- *Encourage them. Stay connected in a positive manner with students. Express availability just so they are reassured of an open door.*
- *?*
- *Continue to offer #2 & 3 [open house, athletic/drama activities, etc.; adapted work/IEP's with modifications/trades, art, PE classes/ learning assistance/resource room].*

#### On-Reserve Parents:

- *Continued home-school connections. Family gatherings, family empowerment. (Chehalis)*
- *I like the new groups for students (girls) at present. To help them work together, hopefully foster empathy to prevent bullying. (Chehalis)*
- *Know what they are doing in school and out of school. Have interesting things to learn. (Spuzzum)*
- *Phones – texting, email, merit programs for good attendance, etc., late transportation means. (Chawathil)*
- *Keep with the expectation/anticipation of time management skills – how their tracking is affecting their career success. A tracking model that they access at any time. How to deal with failure. (Chawathil)*
- *Continuous meetings; ask for advice; teachers, TAs, principals need to take training in culture and history; involve First Nations; communication (lots). (Chawathil)*
- *Treat First Nations parents as equals always. Treat First Nations students with respect. Keep communication lines open and make a stronger effort to engage with the community. (Chawathil)*
- *That's hard. Even when they catch the bus, how do you know they went to school? (Chawathil)*
- *In surround them with our culture, making them strong believers in oneself. (Chawathil)*
- *Incentives (money). (Chawathil)*
- *N/A – it's not choice or option! (Seabird)*
- *A lot of students have problems with the teachers. I think we need to handle it on a personal level – teachers, parents, children, principal and council. (Seabird)*
- *More parental, school staff involvement. Practice what we preach. We should be coaching sports teams, attending cultural activities, modeling healthy lifestyles. Form a walking club at lunch or activities for students at lunch to participate in. Help them do homework. Be active in their lives. Talk to them every day and ask them to tell you about their day. Open up the dialogue. Have a family night or day without videos, TV, computers and cell phones. If we work hard now to raise our children, it will pay off. They will be ready to be independent and self responsible. (Seabird)*
- *Use practicum students in the school systems to assist with the busy teacher schedule. (Seabird)*
- *Do as promised. Stay pro-active in each child's life or at least while you are dealing with case to case. Make promises you can keep. (Seabird)*
- *Make education fun. (Seabird)*
- *Make them feel smart and that they have worth. (Seabird)*
- *Exactly – we must work together, not only in a negative fashion. Happy times are good times to remember. (Seabird)*
- *Positive feedback from home, community and with fellow students. On-going support systems. Monthly dinners for all involved. Financial needs addressed. (Seabird)*
- *Incentives. (Seabird)*
- *By keeping moral and positive outlook. (Seabird)*
- *Better communication (open). Positive awareness, rewards for good attendance. Setting goals, more activities and events. Active management. (Seabird)*
- *By believing in Aboriginal students, that they have the capacity to meet their goals. (Seabird)*
- *Work with the student to ensure they feel a sense of belonging with peers/staff. (Seabird)*
- *Put academic support in place so the student does well and meets grade level. (Seabird)*
- *Retention. Accountability for First Nations/Board. (Seabird)*
- *Refine our education goals for students and community. (Seabird)*
- *Increased acceptance (not tolerance). (Seabird)*
- *More resources. (Seabird)*
- *Student support. (Seabird)*
- *More Sto:lo appreciation. (Seabird)*

- *Staff come to our communities. (Seabird)*
- *Meet regularly. (Seabird)*
- *Teachers need to teach to the student not to the course. (Seabird)*
- *Student reading level is at Grade. (Seabird)*
- *Students know how to conflict resolve. (Seabird)*
- *Positive reaction to student. (Seabird)*
- *Praise. (Seabird)*
- *School to home. (Seabird)*
- *School to liaison to home. (Seabird)*
- *Early intervention. (Seabird)*
- *Support systems. (Seabird)*
- *Educate parents on the importance, etc. (Seabird)*
- *Offer workshops on structure, motivation, etc. (Seabird)*
- *Communication. (Seabird)*
- *Tracking. (Seabird)*
- *Immediate response – FNSW follow up, etc. (Seabird)*
- *Incentives – support, friendly, positivity, acceptance. (Seabird)*
- *Mandatory not optional. (Seabird)*
- *Be friendly. (Seabird)*
- *Open communication. (Seabird)*
- *Involve student, parent and community. (Seabird)*
- *Expect them to succeed. (Seabird)*
- *Learn from past and current students, parents and families. Always, always, re-evaluate, continued support. (Shxw'owhamel)*
- *Role modeling. Encouragement. Work with them on homework. Talk to teachers on how well the students are doing. What are their barriers? (Shxw'owhamel)*
- *Encouragement. (Shxw'owhamel)*
- *Parents should be informed as soon as an incident such as suspension. Students should not be sent home when they are suspended. They should have in school suspensions! Just because a student starts off on the wrong foot, they are now "Labelled". (Boston Bar)*
- *Updates, newsletters, and meetings with teachers and parents. (Boston Bar)*

#### Students:

- *Do more fun things and involve people in them all. (BBESS)*
- *Be polite to me. Encourage me to stay in school. (BBESS)*
- *To help people who think the work is too hard and get them involved in things to get them to think the school can be fun. (BBESS)*
- *I think that more kids would stay in school if there were more programs and help available to them. (BBESS)*
- *Make it more fun; do more activities. (BBESS)*
- *Make more classes fun and ask where students where they're going and make sure they're back otherwise if they're not back, look for them and make sure they're back. (BBESS)*
- *Make the class more fun. (BBESS)*
- *To be more supportive to the students. (BBESS)*
- *Make them stay in school. It works hard for them. Put in an easier class just so they don't give up and failing makes it worse. (BBESS)*
- *I think that to keep students in school you need to be there for them. You need to help them if they are having problems with drugs, alcohol and smoking. You need to support them/give them your shoulder to cry on if they are having problems at home or are grieving about loss. (BBESS)*
- *Have good activities. Be more supportive; put them in classes they want to be in. (BBESS)*
- *Support programs, tutors or educational help, meeting curriculum standards. (BBESS)*
- *Encouraging them and helping them with what they need help with. (BBESS)*

- *Make school fun; explain things students can't figure out; change things around when they are boring. (BBESS)*
- *Bribe, like breakfast program. (BBESS)*
- *Make school more fun; moderate rules. (BBESS)*
- *Help them when they need it, understanding what's going on. Making sure they are safe. (TREC)*
- *Creating a judgement free zone, and help as needed. Teach people that asking for help is okay. Online courses, support each other, talk about colleges, where you want to go, look into travelling while going to school. (TREC)*
- *We must support each other and encourage each other when we get down on ourselves. When one of your fellow students is discouraged and having a hard time, make an effort to take the time and just talk about it. (TREC)*
- *Keeping them interested and letting them know the school is more than just a place to be six hours a day and when it comes time to, stepping up and being the person you want to be. (TREC)*
- *Not give so much homework because once you fall behind, it's hard to work your way back. (TREC)*
- *Keep pushing them to go! (TREC)*
- *Make it their choice. When I was in regular high school, it just wasn't working for me having a teacher nagging constantly, and I was unproductive. Since being able to decide what work I do and when (being in charge of my education) it's been better and more encouraging for me to keep going to school. (TREC)*
- *Offer all the support and encouragement we can possibly give. Give opportunities for all, and for those who struggle to keep up. Keep the environments safe and free of harassment. Focus on each and every student as an individual, not as a class. And offer help and assistance as much as possible...some kids just don't ask for help (it needs to be offered). (TREC)*
- *Have more leeway on a student's attendance, let a student work into a pace rather than to tire him/her out. (TREC)*
- *Influence them to want to learn. (TREC)*
- *More appealing activities. (HSS)*
- *Hot chocolate breaks with bannock. (HSS)*
- *I don't know. (HSS)*
- *Make things fun. (HSS)*
- *Have no rules. (HSS)*
- *Make it a good place to be – good workplace. (HSS)*
- *Free lunch and Native field trips. (HSS)*
- *Try your best! (HSS)*
- *Not so strict. (HSS)*
- *Not as strict rules. (HSS)*
- *Be polite; no disrespect; don't push them too hard in their studies. (HSS)*
- *Not so strict with rules. (HSS)*
- *Don't harass them and let them complete tasks at their own pace. (HSS)*
- *Make it more fun and entertaining. (HSS)*
- *You can tell us not to do drugs or drink. (HSS)*
- *Make sure the parents wake their kids up and make them go to school and give checks for honor roll and merit roll because it is motivation. (HSS)*
- *Play football. (HSS)*
- *Encourage them. (HSS)*
- *Encourage others; get them involved; daily sports, for example, daily fitness increases learning, keep the brain motivated and multitasking. Sports. (HSS)*
- *Maybe change the start time to 10 and go till 5 because it is proven that teenagers work better with that sleep schedule. (HSS)*
- *Encourage them; keep them in; provide birth control. (HSS)*
- *Be a little harder on the students on their homework and studying. (HSS)*
- *Overall, I think it's the students' choice; the teachers do all they can. (HSS)*
- *Create a healthy environment. (HSS)*



- *Be stricter. We are equal to any other student so it's okay to say, "You should focus more on your future rather than your relationships." Giving us special attention is okay, but not when schooling is in jeopardy. Let the student know that school is really a temporary pain in the a... Life will stick in you for the years to come until you die. It's their choice with what they do. (HSS)*
- *Get them excited for school; encourage them to do better. (HSS)*
- *Bring back the strap; cool uniforms; have the library open at lunch for more than just work. (HSS)*
- *We can give encouragement and help to those who want to leave because they are feeling let down, helpless or just plan depressed. Our lunch times should be longer to allow more of a break for our brains. (HSS)*
- *Encourage them that they are not yet ready; that they have more to lose than just their education if they drop out. (HSS)*
- *Make all classes more fun and a lot less core bookwork. (HSS)*
- *Make school a more fun place to be. (HSS)*
- *By keeping drugs out of schools. Add a gym to our school. (HSS)*
- *Keep them on task. (HSS)*
- *Listen to what other people say. Ask what they need help with. (HSS)*
- *Make them want to be there; have them at school more often; MORE BANNOCK DAYS!!!! (HSS)*
- *Encourage them; keep them motivated; more fun activities; more bannock; after school help and activities. (HSS)*
- *Keep doing what you're doing. (HSS)*
- *Parents need to keep track of their kids and punish them when they skip out. Fun activities that'll make the students want to attend classes. (HSS)*
- *I don't know. (HSS)*
- *Make them do junk so they can be good. (HSS)*
- *More support. (HSS)*
- *Keep doing what we're doing. (HSS)*
- *To make work more interesting or fun. (HSS)*
- *Be respectful to one another so that kids actually want to be in school. (ACE)*
- *By helping us when we need help; by showing us our mistakes. (ACE)*
- *Activity outside of the school. (ACE)*
- *We could work on our people skills and our comments between ourselves. A better, bigger school. (ACE)*
- *We could do more activities than just academics and school-based items. (ACE)*
- *Getting a vending machine!! ☺ (ACE)*
- *We could all tell people come to school. Have more fun activities at lunch and after school. (AESS)*
- *More money; school starts later. (AESS)*
- *Communicate; more activities. (AESS)*
- *Communication; good working environment; encouragement; make the environment more similar to traditional First Nation culture. (AESS)*
- *Again, only encouragement but also have offers in courses that would interest them. (AESS)*
- *Communicate; more activities. (AESS)*
- *Try to encourage them to get a good education. (AESS)*
- *Put more dances and giving them good advice. (AESS)*
- *Get teachers to help our students. (AESS)*
- *Through helping, making them feel better about themselves in school. (AESS)*
- *Keep going to school. (AESS)*
- *More money for us. (AESS)*
- *More money for us. (AESS)*
- *Make school funnier so we will come back and so it'll be more interesting, and getting more support and see if you could work with an Aboriginal teacher. More activities; more dances, more sports! Would be much FUN! Let us listen to music and text in class at certain times. (AESS)*
- *Extra help like little study groups; understanding home situations; more classes to pick from. (AESS)*
- *Make more interesting. (AESS)*

- Give examples of First Nations people who have gone on into post-secondary education and list their qualities. (AESS)
- By treating them like any other student but also extending help when needed. (AESS)
- Have groups that can work together. (AESS)
- More money; more art work; free time; longer lunch hour; no history. (AESS)
- Make classes more fun. (AESS)
- Give Candy; Lunch program; movie passes; bonus marks! (AESS)
- Give candy; lunch program, movies passes; bonus marks and stop bullying. (AESS)
- Money. (AESS)
- Good goals; independence; equality; a good home; CONFIDENCE; money. (AESS)
- Goals and more money and opportunities. (AESS)
- More school trips. (AESS)
- By increasing thank in what we do. (AESS)
- Encourage them. (AESS)
- More activities unlike lame ones. Active activities. (AESS)
- No drugs and more activities. (AESS)
- Make classes funner and easier to understand. (AESS)
- Team work. (AESS)
- Make it funner. (AESS)
- Make it funner. (AESS)
- Give them more money. (AESS)
- More student checks. (AESS)
- More student checks. (AESS)
- More student checks. (AESS)
- Give them more money \$☺☺(higher than \$10 a month) including grade 7s. (AESS)
- To get someone in the schools from this district to talk to the student about having a good education. (AESS)
- Sure. (AESS)
- Communication; encouragement. (AESS)
- Make it fun. (AESS)
- Make learning more interesting. (AESS)
- Get to know others. (AESS)
- By treating everyone equally and the same and more help when needed. (AESS)
- Start school later. (AESS)
- Give them the help they need. (AESS)
- Encourage other students to stay in school. Make school fun, somehow. (AESS)
- Maybe put a program together for kids who don't want to come to school and they can learn at their own rate. (AESS)
- Be more supportive and understanding of them; usually there's a good reason for some students' bad behavior. (AESS)
- Shorter school days. (AESS)
- Have each other's back. (AESS)
- This is your problem, not mine. (AESS)
- Be more aware. (AESS)
- Be nice. (AESS)
- Free food. (AESS)
- Interesting courses. (AESS)
- Get to know them better, understand their ways of learning so you know what needs improvement. (AESS)
- Make school fun! (AESS)
- Train the minds of kids to enjoy school with the help of peers, older students, teachers and parents. (AESS)



- *Make school fun, like let people on Facebook when they finish their work when they are in the computers. (AESS)*
- *Communication, make school learning creative. (AESS)*
- *Keep things fun at school so that school is more fun than staying at home. Keep the school safe so kids aren't afraid to come to school. (AESS)*
- *Help everyone equal. (SCES)*
- *We can be nicer, not bully them, and the teacher can be more understanding and not spaz out at them. (CEB)*
- *Help them get an education. (CEB)*
- *Nicer teachers, stop bullying, better things to offer than other schools, fun days, better education, extra-curricular activities. (CEB)*
- *To not go to school sick so they don't get other students sick. (CEB)*
- *By working together. (CEB)*
- *Work together. (CEB)*
- *Give them a lunch. (CEB)*
- *Work harder. (CEB)*
- *Tell them to go to school. (CEB)*
- *Make it fun. Kids will most likely stay in school when it's fun. (CEB)*
- *They need more First Nation kids. (CEB)*
- *They need more activities. They need more First Nation kids. (CEB)*
- *Don't know. (CEB)*
- *You give them heads-up. Take great care of them. (CEB)*
- *Well behaved; show up on time. (CEB)*

## **7. Do you feel comfortable going into the schools? Why/why not?**

### Off-Reserve Parents:

- *Yes – I feel it is very important as a parent to see the school, the layout, etc. to be able to work with my youth in coming up with strategies for success. Meeting with teachers and understanding their expectations is also important and the best way to do this is meeting face to face. (Chehalis)*
- *Yes, the school has been very welcoming to me and my son.*
- *Yes, because First Nations culture is openly recognized and visible in the way of carvings and images, as well as texts and novels.*
- *Yes, I am a strong, confident person not easily intimidated by the officiousness of the principals and vice-principals. Many are.*
- *Yes.*
- *Yes, I do feel comfortable in schools.*
- *Yes, I do feel very welcome – friendly environment, good kids, good communication.*
- *I feel comfortable being involved as much as possible.*
- *Yes, we feel comfortable going into the school.*
- *Sometimes. I would feel better if my concerns were addressed immediately. And that our teachers would understand and teach our children who are learning disabled different ways. Find ways they learn. Most kids would learn better.*
- *Sure! ☺*
- *Yes, because everyone's friendly.*
- *Yes – frequently go/ask how my child is doing and tell teacher to phone if any problem.*

### On-Reserve Parents:

- *Yes, I know some of the staff. (Chehalis)*
- *Not really – not too much of a people person in groups. (Spuzzum)*
- *My son is only 2 years old. (Chawathil)*
- *No, it's an environment for learning and I feel that I am done there. I hope people feel safe going there. (Chawathil)*

- *No, always from my own experience when my children were going to school always felt alone or challenged when attending parenting/teacher meetings. Back then there was no support. Lots of negative. (Chawathil)*
- *Yes, it helps that I've been employed with the SD78 and am acquainted with several teachers. Fortunately, my kids are well-behaved and have been liked by their teachers so my contact is comfortable. (Chawathil)*
- *Yes, I feel comfortable. (Chawathil)*
- *As a student in public school I wished of my Native pride in my culture because I come from a background of great grandparents and grandparents and like others that teach our culture. (Chawathil)*
- *When my children get to that point I will because I want to be very involved to make sure they get good grades and excel in life. (Chawathil)*
- *You bet! (Seabird)*
- *Yes. (Seabird)*
- *Yes, because I go to the school often. I go to sports and activities I stay connected closely with teachers and staff. You have to have a 'fierce' mother bear approach to help our children through this time in their lives. (Seabird)*
- *I am comfortable, however no time – single parent working hard for finances. (Seabird)*
- *NO!!! because I always feel as though I need to be confrontational to defend my children to keep them in school without judgement. (Seabird)*
- *I feel comfortable with it. I just lost interest. (Seabird)*
- *Yes, I love Kent School because they value my voice and I feel that they care about my son.*
- *Not all the time. Why? We have negative people working there sometimes. We need a happy face to welcome us. (Seabird)*
- *Yes, on most occasions. (Seabird)*
- *Yes, it's a part of our community. (Seabird)*
- *Yes, because I'm not the student. (Seabird)*
- *Yes, because it's a sure way of education in whatever field of expertise you desire. (Seabird)*
- *Yes, comfortable environment, friendly staff and teachers, warm and welcoming. (Seabird)*
- *No, staff do not talk to you. The office is caged off. The school does not feel friendly or welcoming. (Seabird)*
- *United activities that parents are invited to at school (AESS). (Seabird)*
- *No. (Seabird)*
- *There is no one to greet you except someone behind a glass window. No reception area. (Seabird)*
- *Invitation to visit school should be done personally. (Seabird)*
- *Most schools feel institutional and need to personalize for being receptive, responsive and respectful of my right as a parent. (Seabird)*
- *"School motto" for the parent must be "Parents are very important people to the child." (Seabird)*
- *More appreciation of First Nations culture. (Seabird)*
- *O.K. Cold. (Seabird)*
- *No. Not open door – too busy. (Seabird)*
- *Rushed – no one seems to have time. (Seabird)*
- *Unfriendly greeters at reception. (Seabird)*
- *Looked down upon because of being Aboriginal. (Seabird)*
- *Yes. Know the teacher. (Seabird)*
- *Invites family for events. (Seabird)*
- *My older children were at the same school... (Seabird)*
- *Yes and no. Yes, because I am a strong individual who doesn't take anything; and no – it usually is because I have to comment on an educator's behavior or comments. (Shxw'owhamel)*
- *Yes, many teachers know me, in all schools. I'm comfortable going into school to talk to First Nations Support Workers and teachers. (Shxw'owhamel)*
- *I like going to my kids' school from time to time to check in and see how they're doing, when I can. I'm not uncomfortable because there is always someone with a smile. ☺ (Shxw'owhamel)*

- *Sometimes I do not. The teachers and other parents talk about others (kids and parents). I hear this through other parents and even students. I have also seen how people are greeted when they come into the school. There is no interaction with guests. I do not feel comfortable because of being a single mom and cannot be present at all events that it feels like I'm being judged more by not making PAC Meetings or any other events. And the parents that do go, their child(ren) seem to have more leeway, less restrictions. (Boston Bar)*
- *Yes, I went there. (Boston Bar)*

Students:

- *Yes, to see all of my friends. (BBESS)*
- *Yes, I am comfortable going into the schools because I have no problem with walking through the halls. (BBESS)*
- *I do feel comfortable because I like the school I'm in. (BBESS)*
- *Yes, I feel comfortable going to school because I enjoy it. (BBESS)*
- *I think teachers shouldn't take their problems to school with them. (BBESS)*
- *Sometimes I do. Mostly yes, but not around our bus driver because I get a very weird vibe around him. I love coming to school to see my friends and Aunt Cheryl for support. Some subjects I love of my subjects but some aren't the greatest. (BBESS)*
- *Yes, because I have older people that I trust and know will help me. (BBESS)*
- *Yes I do because I've been going to school with radom [?] kids. (BBESS)*
- *Depends how tired I am and if it's gonna be a boring day and how I look. (BBESS)*
- *I feel comfortable going into schools. I'm comfortable in schools because the people are there to teach me or to learn along with me. (BBESS)*
- *Yes, because... (BBESS)*
- *I feel comfortable because no one tries to bully me. I get the help I need. (BBESS)*
- *Yes, I feel comfortable going to school because school is something that you need and I feel almost no pressure. (BBESS)*
- *Yes, because I have friends and I like it here. I also like it because I get good grades in class.*
- *Yes, because people are friendly. We do fun things; nice teachers. (BBESS)*
- *Yes, because I am just comfortable walking into the school. I like the school. (BBESS)*
- *(I feel comfortable going into the school because it's not awkward or scary and nerve-racking.) That's what a person would say. I on the other hand don't like coming to school. It's boring; don't like most of the students and, personally, the teachers need to be a little more strict in order for me to feel like I'm going to school. (BBESS)*
- *Sometimes, I love seeing my friends and getting work done, but I get bullied. (TREC)*
- *Yep, because I know that all the teachers are responsible. It's a place to get work done, without all the chaos in the world. (TREC)*
- *I feel comfortable going into the school because it's just a school. (TREC)*
- *Yes, I do feel comfortable coming into this school. This school is run so much better than it used to be a short few years ago. It's a quiet, controlled working environment that I feel happy to come to every day. I used to dread coming to this school back in 2007! (TREC)*
- *I feel comfortable being here because I see my four brothers already graduated and I'm the fourth brother to graduate and start living my own life, making my own path. The comfort level seems to be really good because I, myself, am a good person, I'd say, able to adjust myself to my surroundings and getting this done to move forward in life. (TREC)*
- *I feel completely comfortable coming into my own school because everyone is friendly and welcoming. I do not feel comfortable going to the regular high school. People are rude and unwelcoming. (TREC)*
- *I didn't feel comfortable in the public school system in BC, but I did in NB. I tried private schools here, on reserves, and it was no different, but I feel accepted at TREC because a lot of people are like me. (TREC)*
- *My school now, yes. Regular high schools, No. Too many cliques and far too much bullying. This was one of the main reasons I dropped out. (TREC)*
- *I feel comfortable going into TREC. It is a place full of encouragement, and is filled with tons of support from teachers. By far my favourite school! I feel extremely uncomfortable going into HSS. I*

*have experienced nothing but ignorance from the staff and students, and I feel that nothing was done when I needed it most, and that is when TREC became my support system. (TREC)*

- *Yes, why? Why not? (TREC)*
- *I feel comfortable because it's like my other home. But nice people, with positive attitudes towards students, teachers and themselves. (TREC)*
- *Yes, because I'm me! (HSS)*
- *Yes, because nobody is racist. (HSS)*
- *Yes!!! (HSS)*
- *Yes, just the kind of person I am allows me to go anywhere and know I'm safe. (HSS)*
- *Yes, because school has people my age. (HSS)*
- *Yes, because I have friends at the school. (HSS)*
- *Yes, because I just do. (HSS)*
- *Yes, I feel comfortable. I feel comfortable because I get treated good. (HSS)*
- *Yes, it's safe. (HSS)*
- *Yes, it is safe. (HSS)*
- *Yea, in a way. (HSS)*
- *Yes, because it is safe. (HSS)*
- *Yes, because I have support and I can be myself easily. (HSS)*
- *Yes, been here for years. (HSS)*
- *I do, because I like being with people. (HSS)*
- *Yes, because I trust that my cousins will protect me if, say, a bully was trying to bully me, I would be protected. (HSS)*
- *Yes, people are nice. (HSS)*
- *Kinda? (HSS)*
- *Yes, I feel comfortable. It's a small school. I know everyone. (HSS)*
- *Mostly. (HSS)*
- *No, because it was broken into last night. (HSS)*
- *Yes, there's nothing wrong. (HSS)*
- *Yes, I do. No one has ever bothered me. (HSS)*
- *Yes, because most of them are my friends and I know a lot of them and they treat me well? (HSS)*
- *I do feel comfortable here. It's small and quiet. I have friends and support here. I am grateful. (HSS)*
- *I don't like going into schools that aren't mine because the kids go there don't want us there. (HSS)*
- *Yes, I don't think much of it. (HSS)*
- *Yes, no reason. (HSS)*
- *Yes. I feel that this school is very welcoming but could use a little reinforcement when it comes to bullying. (HSS)*
- *No, school is incredibly boring and redundant. It bores me incredibly to be here. (HSS)*
- *Yes, I don't get bothered. (HSS)*
- *I am comfortable at school because I'm a champ. ☺ Add a gym to our school. (HSS)*
- *Yes, I don't see a problem. (HSS)*
- *(Yes) No reason. (HSS)*
- *Yes, it's a normally happy place with all my friends and my stepmom works here. (HSS)*
- *Yes, I feel safe with all my teachers. I trust them as well. I feel safe with most of the kids in my school. (HSS)*
- *Yes. (HSS)*
- *Yes, I feel comfortable going into Hope Secondary School because our principals provide a safe work place to me. (HSS)*
- *Sure, why not? (HSS)*
- *Heck ya! (HSS)*
- *All day, every day. (HSS)*
- *Yes. (HSS)*
- *Sometimes, because I don't like really anyone. (HSS)*

- *I feel comfortable now because I'm an adult. Before, though, school was the last place I wanted to be. Kids are mean and very judgmental. The majority of my high school has been spent in alternative schools. (ACE)*
- *Not really, because I get discriminated against for the colour of my hair, and how I am. (ACE)*
- *Yes, because I know I won't be teased and I get the help I need. (ACE)*
- *Sometimes I like going to school and some complications trying to find myself, to find friends without complications with the wrong groups. (ACE)*
- *Yes and no, due to the fact that we never do anything fun, and it's way too boring doing academics all day. (ACE)*
- *Yes I do. I like the teachers. (ACE)*
- *I feel comfortable going into schools. (AESS)*
- *Yeas, because I have high self-confidence. (AESS)*
- *Yes, friends. (AESS)*
- *Only because I have friends. (AESS)*
- *Yes. There are lots of people I can approach if I have problems. (AESS)*
- *Yes ☺ It's a safe zone for moi. (AESS)*
- *NO! PEOPLE ARE SCARY! ☹*
- *Yes. (AESS)*
- *I do feel comfortable. It's just there's no space on the buses and also the help in school from teacher to pass because it makes a lot of students happy if you pass. (AESS)*
- *Yes, because I know I will/can try to succeed in my parents' expectations, learn what I need to. (AESS)*
- *Yes. (AESS)*
- *Yes, just because. (AESS)*
- *Yes, because my friends go to this school. (AESS)*
- *Sure! (AESS)*
- *No, I don't. I feel a little like an outsider and I don't like that. When you're First Nation you get pushed into all these First Nations classes and on-reserve classes don't count like the public school. You get a dogwood on reserve and in a public school you get a diploma. (AESS)*
- *Kind of, because sometimes I don't get things and it gets me mad. (AESS)*
- *Yes. (AESS)*
- *Yes, I do feel comfortable going to school because I feel like I can do as good as a non-Native student (when in a public school). (AESS)*
- *Yes, I feel comfortable. (AESS)*
- *No, not without my sister because there are lots of people in this stupid school. (AESS)*
- *Yes, people are welcoming and we're just like everyone else. (AESS)*
- *Yes! (AESS)*
- *??? (AESS)*
- *Yes, I do. (AESS)*
- *Yes, a good environment!! ☺*
- *Yuperdoodlepopperzzz!! (AESS)*
- *Yes. (AESS)*
- *Not really, because people are mean and people pick on people. (AESS)*
- *Yes, because the school has good teachers and to see my friends. (AESS)*
- *Yes, I do because it's welcoming. (AESS)*
- *Yes, because the teachers tell you how it is and care where you go in life. (AESS)*
- *Yes, because I have lots of friends and friends are really important to me. ☺ (AESS)*
- *Yes, because I feel my best when learning. (AESS)*
- *Yes. (AESS)*
- *Yes. (AESS)*
- *Sometimes, it can get awkward. (AESS)*
- *Sometimes, because it's boring. (AESS)*
- *Yes, because I have friends and new cousins I get to meet. (AESS)*



- *Yes. (AESS)*
- *Yes. (AESS)*
- *Yes. (AESS)*
- *Yes, because I have friends and I learn. (AESS)*
- *Yeah. (AESS)*
- *Yes, I do because I know I'm in a place where I get set an education and help when I need it. (AESS)*
- *Yes, ma'am. (AESS)*
- *Sure. (AESS)*
- *Yes, because it's school. (AESS)*
- *Yes, because I know everybody. ☺*
- *Yes ☺ (AESS)*
- *Yes, I do. (AESS)*
- *Yes, many friends can be found in schools. It is fun to learn what interests me like History, Biology, Art. (AESS)*
- *No, it's too boring. (AESS)*
- *Yeah, because there's people there that support me for school. (AESS)*
- *Sometimes. I'm so not happy or comfortable with the racism in our school. It's so not okay that nobody is doing anything about this. (AESS)*
- *Yes, I do feel comfortable going into the schools. (AESS)*
- *Yes, I have no drama. (AESS)*
- *Yes. (AESS)*
- *Yes, it's a good environment. (AESS)*
- *Yes. (AESS)*
- *Yes, they treat me well. (AESS)*
- *No...because. (AESS)*
- *I don't know. Might get jumped. (AESS)*
- *I have friends. The teachers are kind. It's a small school. (AESS)*
- *Sometimes. People ask me questions about my future in life that I honestly can't come up with an answer to. There's also still some pressure about looks. It is unsaid, but people's eyes say enough when they give certain looks. (AESS)*
- *Yes, I do. (AESS)*
- *Yes, I am a friendly, outgoing guy and can get along with nearly anybody. (AESS)*
- *Sometimes, depends if someone extremely hates me. (AESS)*
- *Yes, because there are positive people everywhere, and I have great friends. (AESS)*
- *School has a bigger gym and more computers. (AESS)*
- *Not really, because at Seabird I know everyone and at Silver Creek I don't really know anyone. (SCES)*
- *Yes, I do feel comfortable going to school because I have a lot of friends at school. (SCES)*
- *Yes, I don't like doing some of the work but it will give me the right tools to be successful in life to get the job I want. (CEB)*
- *Yes, because you can see your friends. (CEB)*
- *Yes, sometimes. I like coming to visit my friends and I can sometimes enjoy doing school work. Sometimes other students are rude, but I usually feel comfortable. (CEB)*
- *Yes, because I have lots of friends in this school. (CEB)*
- *Sometimes I don't feel comfortable coming because some people make fun of me. (CEB)*
- *Yes, I do. (CEB)*
- *Yes, 'cause I have lots of friends. (CEB)*
- *Yes, I do, because there's more people there. (CEB)*
- *No, because I don't know anybody. (CEB)*
- *I do. I have friends who are nice. (CEB)*
- *No, because there are too many non-Natives. (CEB)*

- No. Why? Because it's too crowded, there's barely any First Nation kids, and it's the teachers and principle. (CEB)
- Don't know. (CEB)
- Kinda. I sometimes think I am not accepted in this school because it's sometimes not fair with teachers. 'Cause they say they know stuff about us and mean well, they don't. (CEB)
- I do.

### **Suggestions, Questions and Comments Received at Meetings with Bands:**

#### **Boston Bar First Nation**

- Is the Sto:lo and Nlaka'pamux Aboriginal curriculum being implemented throughout the School District?
- There is a difference between the Boothroyd/Boston Bar/Spuzzum history, culture and traditions to teach and pass on.
- The Sto:lo Nation from Hope to Coqualeetza in Chilliwack area.
- The Nlaka'pamux language has to be in place at the school. Community and **hours** to be **revised**. The overall goal was for it to be **fluent** amongst the Nations.
- The parents in the community need to work together on the Nlaka'pamux culture such as fishing and wild meat **initiative**.
- We need to declare what it takes for our students to be successful in school. A healthy lifestyle and that they are happy.
- Begin long term planning for the grade 10, 11 and 12 students to identify their requirements to enter university.
- How do we involve the parents and families for their children to get the grades? Perhaps work on a timeline and meet deadlines.
- The students just require someone to acknowledge that they are achieving at school.

#### **Shxw'owhamel First Nation**

- A suggestion of doing a mail-out to parents and grandparents so they get this information by schools to attend school meetings and Year End Ceremonies.
- Is the Sto:lo Atlas used in the schools? This will enable our children to identify as Sto:lo Nation of who and where we come from.
- The cause and effect of the residential school history on parents, grandparents today and played a role on their children attending school today. How the history of their society has affected their lives and families. Especially when both parents attended residential school. Violence and alcohol played another role. There were two generations of people separated from their culture, family, and the land including resources that were accessed.
- Upon graduation and attending university the students need Mentors to keep going to achieve their goals and programs.
- In history, our people were taught through 'oral' instruction rather than being read or writing in books.

#### **Chehalis Indian Band**

- Identify ways to be more effective between the parents and teacher meetings.
- How do we relate to our children to "ask for help" with their homework at the school?
- The awareness of various levels of academic achievement in the school system.
- That the extended family or grandparents in the community are important.
- The children of Chehalis possess the strength and identity of the Chehalis culture through knowledge of the songs and drumming.
- It is suggested to include the Honouring Ceremony, circle sharing for all students, not just for the Aboriginal students.
- A suggestion of how to help alleviate the child's anger and aggression and tension when arriving at school is for all students who want to drum, sing the co-ed song in the morning.
- For the grade 6 students, ensure that there be a transition into high school due to anxiety, pressure and stress in the children.
- Acknowledging and supporting the Halq'emeylem language being taught in the public school system.



### Cheam First Nation

- *Monitor and track the grade 10 and 11 students' course requirements towards grade 12 at the school.*
- *Identify the students' leadership qualities, their positive attitude and outgoing students, especially those who are currently employed.*
- *During the students' grade 12 school year, graduation planning to include goal preparedness, course selection to meet graduation requirements.*
- *Promote and assist in the application process towards the university and institute.*
- *Does the school district network with the Seabird Island Community School?*
- *The concern of notices being sent with their children to the home get lost.*
- *Have someone support their child at the school and schedule a meeting with the child and parent.*
- *The parents are not able to attend the Parent Advisory Council Meetings due to working during the day; no vehicle.*
- *There are Halq'emeylem classes offered Tuesday, Wednesday and Thursday from 1:30 to 3:30 p.m. and knitting, Salish Weaving on Monday in the evening.*

### Collaborative Meeting Summary

The Enhancement Agreement is designed to be a statement of what we all believe combined to support First Nation/Aboriginal student success in their education. Traditionally, the partnership between the school district and the AEC has been positive and productive and First Nation/Aboriginal student achievement has been improving over time with a noted increase in completion rates in 2009/2010. The 2010/2011 school year marks year 5 of the first Enhancement Agreement signed between the school district and the First Nation communities it serves. The renewal year is a time to reflect on what has been accomplished and to set new goals that will continue to improve the academic, social, and emotional lives of students. As such, schools were asked to present their programs and understandings of First Nation/Aboriginal student achievement at the November 2010 Collaborative Meeting. In their documentation and speaking notes, schools have identified many different factors that contribute to successful learners throughout the district.

### Supportive Environments – At Home, School, and in the Community

#### Areas Requiring Strength

##### **Early Childhood Education and Development Promotes Healthy Kids That Are Set Up For Success**

Healthy pregnancy and community support for young families ensure that our kids are set up for success in school and life. The effort here has been big and demonstrates the partnerships that can be formed to support learning. Programs such as HeadStart, StrongStart, and Ready, Set, Learn hold promise in preparing young learners for school. Another opportunity that was identified was the Community Literacy that focuses attention on the access to and development of literacy skills in our local communities. Continued attention to the EDI to identify and steer supports in preparation for school will be important. Success in this area will be characterized by strong community/school partnerships. Educators have noted a decrease in vulnerability on recent EDI scores and much of this has been attributed to these effective programs being established.

##### **Elementary Literacy and Numeracy – Solid Foundation**

Schools indicate that there is a need for strong instruction that ensures students leaving the elementary program have at-grade-level achievement in Reading, Writing, and Numeracy. Education in these years is characterized by educators that are experts in the area of early learning and curriculum and that maintain versatility in the classroom with effective strategies and curriculum – personalization. The school community here is nurturing and focused on individual student strengths. Schools felt that it was important to impart a sense of confidence and success in learning such that students move on to higher grades feeling connected and involved in their school and own learning. SMART Reading.

##### **Ways of Knowing and Learning – Expert Instructional Design and Teaching For First Nation/Aboriginal Learners**

We heard from schools that efforts are being made to construct an educational program that First Nation/Aboriginal students believe fits their interests, strengths as learners, and that supports their aspirations in life. School principals and support workers commented that many First Nation/Aboriginal students are well connected to the school and the adults within it. Curricular design practices that hold promise for First Nation/Aboriginal learners are – Understanding By Design, Charlotte Danielson and Ways of Knowing and Learning...

### **Areas Requiring Special Attention**

#### **Parent and Community Participation**

Effective communication between home and school is a shared responsibility and so very important to student success. Consistently however, schools, parents, and communities point to gaps in communication and the lost opportunities to build relationships. Communities have developed and are developing responsive structures and systems with which schools have an opportunity to collaborate. Quarterly meetings have been effective forums that facilitate discussions about student achievement and progress; however, often these are not seen as being as responsive as is necessary to make a notable difference in student achievement. Early and on-going communication is the most effective way of building home/school partnerships.

Progress in this area is fundamental to student success and deep understandings of effective local processes between schools, families, and communities needs to be central to the Enhancement Agreement renewal process. As such, schools and communities may develop their own action and intervention plans according to their unique circumstances.

#### **Middle Years**

First Nation/Aboriginal students achievement results show a decline through the middle years of their education. During the time of early adolescent development it is important for all the adults in a students' life to be aware of the enormous changes taking place. Recognition of multiple intelligence and ways of demonstrating understanding is critical to the middle years as students are in differing stages of cognitive and emotional development. Intelligence and capacity are not singular entities that students either have or don't have. The period of early adolescence, from 10 to 14, is a time of exciting possibility and opportunity and it is important to see these youth as societal assets with individual strengths and attributes with the potential for great contribution.

#### **School Completion and Transitions to Post-Secondary – Equipped For Career, Family, and Community Life**

The 2009/2010 school year saw a marked improvement in First Nation/Aboriginal student 6-year completion rates. At 53% Fraser-Cascade was well above the provincial average but not satisfied with this level of achievement. Student-by-student monitoring and interventions by school, home, and community is required. The AEC's investment in the Aboriginal Mentor Program holds promise in making these specific connections between school, home, and community.