

**AEEA Notes**  
**Wednesday, December 5, 2007**  
**W.L. Seaton Secondary**

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1. **Form into Family of Schools**
2. **Review documents (10 minutes)**
3. **TABLE DISCUSSION: What are you proud of (each school)?**

**CLARENCE FULTON FAMILY OF SCHOOLS**

1. Clarence Fulton

- Aboriginal Student Voice (ASV)
- Issue of segregation with general S.V. (Student Voice)
- Bridging the gap between ASV and GSV
- Staff is current with statistics for 07/08
- Is there a gap for Gr 7 students transitioning to Gr 8 that are “low average”?

2. Mission Hill

- Being visible
- Website
- Plans for Bulletin Board – highlighting activities
- FN books in library
- Support for high level absenteeism

3. Ellison

- Went for dinner with couple of families – talked about building relationships – informal setting

**W.L. SEATON FAMILY OF SCHOOLS**

- I am proud that 2 of my children graduated from Seaton and one is now a teacher.
- I am proud of our Tutoring Program at Beairsto.
- I am proud of my son for being so successful in the all-boys class this year.
- I am proud that I know the names of all my Aboriginal students and their parents.
- Safe Arrival Program
- I am proud to see Aboriginal students participating in after-school activities such as sports teams.
- I am proud that staff takes the time to phone and let parent’s know what’s going on.
- I am proud of including the Aboriginal perspective in our Remembrance Day Assembly.
- I am proud of the Dance Program.
- I am proud that the 1<sup>st</sup> AEEA meeting happened on the reserve (this year).

Concerns:

- Students feeling “targeted”.
- Students need to feel safe and welcomed at school by teachers.
- Allocation of Advocates.
- Expansion of sports bus service to Round Lake.
- Graduation rate – academic stream
- Cut in Tutoring Program

- Attendance
- Communication about services and opportunities (school, students, parents)
- Needs to be more of a presence in all schools.
- Lack of resources/artifacts – who's hands are they in?
- Transition Program – readiness for next phase of the journey.
- How do we increase connectedness and sense of belonging?
- Drug & alcohol use.

#### Six Mile Alternate

- Developing BAA course
  - Aboriginal Culture – Okanagan
  - focusing on relating traditional cultural pursuits/outdoor activities to students' lives now
  - involving students in development of course
  - trialing units at present i.e.:
    - canoeing level 1 certificate course/Ok Lake expedition
    - drum making
    - rattle making
    - stick games (and bone/stick making)
- Board dinner meeting with the Band – Nov 19
- next meetings in the new year with Friendship Centre and Metis
- Chair & Vice-Chair have monthly discussions through Targeted Funding Committee.

#### KALAMALKA FAMILY OF SCHOOLS

- High academic rate – 80% - Aboriginal students in all areas - OIC.
- All areas – academic, athletics, art & music.
- Started to meet with students.
- Advocates and Support Workers – in classrooms working with teachers and individually with students.
- Process of starting cultural activities with students.
- Professional Development for teachers – 1<sup>st</sup> Pro-D – OKIB
- Resources into schools and make connections with Aboriginal communities.
- Important to build relationships with students, parents, staff.
- Indigenization of the curriculum.
- Reflection of Aboriginal/FN values in the artwork, learning environment in the schools.
- Inclusion of the Okanagan Language in our schools.
- Increase knowledge of study skills to the Aboriginal students.
- Have involvement with the parents.
- Create opportunities for the Aboriginal students to showcase their culture, values, traditions – much like WL Seaton does the medieval feast.
- Increase the Aboriginal resources that are available to the Aboriginal students;
- Acknowledge that this is the Okanagan territory.
- Adapt the curriculum to reflect First Nations/Aboriginal values etc.
- Inclusion of Aboriginal technological knowledge into the classroom/setting for all students.
- Native books, native authors, native artists, native music – to be in the courses/content.

- Our children get thirteen years on non-native education – start to include FN/Aboriginal content into the schools, learning environments, teaching styles, learning styles, curriculum.
- Our children need to be address with cultural appropriateness.
- Create a First Nations Parents Advisory Committee.
- Increase the number of Aboriginal staff in the schools.
- Okanagan content in the schools.

### **METIS**

- Literacy Project – books for children under 13
- Good News Bear, community to the school

### **Commit to:**

- monthly meetings to create awareness to Metis and establish visual awareness, posters, sash
- Metis Cultural Day (annually)
- Metis resource people (cultural resource teachers)
- graduating Metis youth - sashed

1. **TABLE DISCUSSION: What do you need to keep moving forward (each school)?**
2. **TABLE DISCUSSION: What are your common themes?**
3. **GROUP SHARE: As a Family of Schools/District what do you believe needs to exist in order for Aboriginal students to experience success?**
4. **Are Check-Ins Working?**
5. **What is the best approach to share/communicate what we've learned together today?**
  - Everyone's door is open – who to contact
  - Multiple formats for students – visual world high school
  - Senklip
  - More meetings – more team/1 family
  - Bear Traxs – website – E-Bulletin
  - Attendance - \*Parents/later time/invitations to students who have graduated
  - Student voice
  - Phone tree
  - Events – Fulton Pow-Wow