



School District No. 23 (Central Okanagan)

ABORIGINAL EDUCATION PROGRAM

Fifth Annual Report

January 2007 – June 2008



Aboriginal Gathering at Chief Tomat Elementary

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Edited by: Ann Bell, Representative from Lake Country Native Association

Approved by: Aboriginal Education Committee



Westbank
First Nation



Ki-Low-Na
Friendship
Society



Lake Country
Native
Association



Okanagan
Indian Band



Kelowna Métis
Association



Okanagan
Nation
Alliance



School District No 23
(Central Okanagan)

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"Working Together for Aboriginal Students of All Nations"
(Some Members of the Aboriginal Education Program Staff)

Introduction

We acknowledge that School District No. 23 (*Central Okanagan*) operates within the traditional territory of the Okanagan Nation. In partnership with the Aboriginal communities of the Central Okanagan, the district is committed to upholding the following five guiding principles in support of Aboriginal student success. We believe that it is important to:

- Honour and acknowledge the people, traditional territory and the history of the Okanagan people;
- Acknowledge the traditional teachings of the Elders and the wisdom of the Aboriginal culture;
- Promote a learning environment where Aboriginal students feel confident and proud of their ancestry;
- Provide educational opportunities that enhance academic success; and,
- Develop shared responsibility and mutual respect through ongoing dialogue and strong relationships that recognize the cultural differences and diverse needs of Aboriginal students.

Since 1994, the Central Okanagan School District has implemented an Aboriginal Education Program to foster cultural awareness, cultural pride and improved student achievement for all Aboriginal learners (Kindergarten to Grade 12). This program has evolved over the years to meet the needs of Aboriginal students and families. The district's Aboriginal Education Program continues to be supported by the Ministry of



Education through targeted funding. Funding is directly related to the number of Aboriginal students who identify themselves as having First Nations, Métis or Inuit ancestry.

Aboriginal student achievement has significantly improved over the last several years. In 1994, fewer than 25% of Aboriginal students in this district graduated. In 2007, 60% of the district's Aboriginal students graduated. Although graduation rates have more than doubled, there is still a great deal of work to be done to reach the district's 2011 Enhancement Agreement target. It is hoped that by 2011, more than 75% of the Aboriginal students in the district will graduate.

This Fifth Annual Report will address the four goals of the district's first Aboriginal Education Enhancement Agreement and the progress made towards reaching the goals.

Aboriginal Education Committee

The District's Aboriginal Education Committee (AEC) was formed in 2002 and meets monthly to provide recommendations for program enhancements and budget expenditures.



“Since the signing of our Enhancement Agreement, as a committee, the Aboriginal Education Committee focussed on implementing the Enhancement goals by increasing tutorial and CEA support in order to have success rates continue to grow, the goals of enhancing cultural and language, physical activity, emotional support activities, and participation to give the students a sense of belonging and pride.”

Loretta Swite, AEC Chairperson and Council member for WFN

Westbank First Nation	Denise Clough, Loretta Swite
Okanagan Indian Band	Peggy Joe (2007), Mollie Bono (2008), Kevin Ned (alternate)
Okanagan Nation Alliance	Pauline Terbasket (2007) James Coble (2007/2008)
Ki-Low-Na Friendship Society	Coreen Jenner, Edna Terbasket
Kelowna Métis Association	Lyle Mueller
Lake Country Native Association	Ann Bell
Aboriginal Parents	Sherry Landry-Braun, Tic Williams
School District No. 23 Representatives	Wayne Horning (School Trustee) Moyra Baxter (Alternate School Trustee representative) Terry-Lee Beaudry (Director of Instruction, K-12) Karen Chase (Cultural Facilitator) Alice Gro (Teacher Coordinator of the Aboriginal Education Program) John Simonson (Principal of CNB Middle School)

Aboriginal Parent and Family Education Council

Mission Statement

The Aboriginal Parent & Family Education Council (APFEC) will support, encourage and advance the quality of education provided as well as promote and enrich cultural awareness and identity within all our Aboriginal children in School District No. 23.

We will also provide an opportunity for communication so that all parents will have a voice on issues relating to our Aboriginal children within the school system.

The APFEC Executive is comprised of the following members:

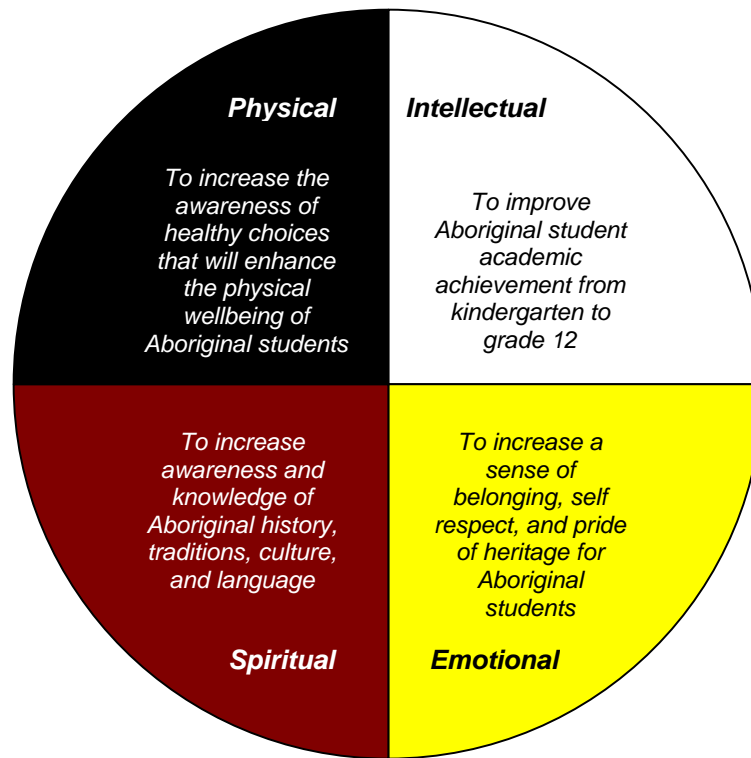


Brian Moore, Aboriginal Parent and Family Education Council Chairperson

Chairperson	Brian Moore		First Vice Chair	Marie James
Second Vice Chair	Michelle Price		Secretary	Lynn Moore

Goals of the Enhancement Agreement for School District No. 23

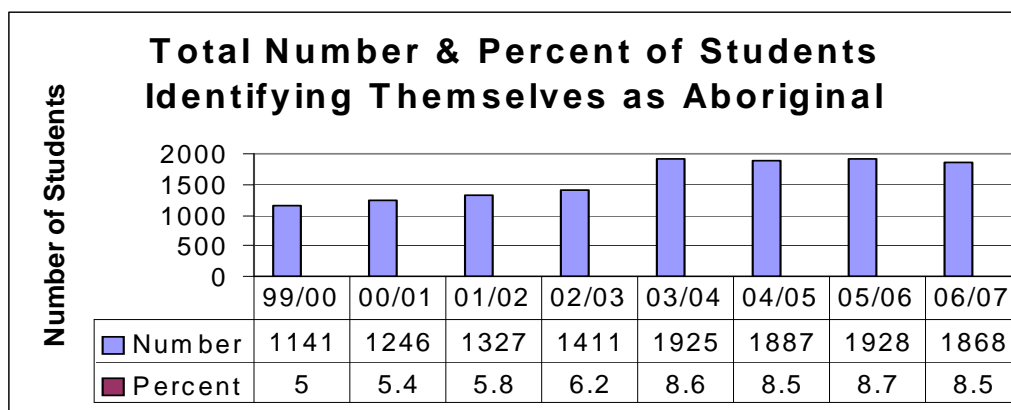
The following goals, reflecting the teachings of the Medicine Wheel, will continue to be implemented over the next four years to support the emotional, spiritual, physical and intellectual development of Aboriginal students in School District No. 23 (Central Okanagan).



Due to implementation of the province's BCeSIS data warehousing program, baseline data was difficult to retrieve this year. A new district wide data warehousing program (that is compatible with BCeSIS) will be implemented during the 2008/2009 school year which will enable access to student performance data.

Total Number & Percent of Students Identifying Themselves as Aboriginal

Over 1800 Aboriginal students self-identify each year. The district's Aboriginal students represent over 61 Bands and Nations from across Canada including status, non-status, Inuit, and Métis. Approximately 2.3% of all Aboriginal students (40 students) are from Okanagan Nation. Approximately 6% of all Aboriginal students (100 students) live on reserve.



Emotional Goal

To Increase a Sense of Belonging, Self Respect, and Pride of Heritage for Aboriginal Students

Rationale

We believe that a student's sense of belonging is fundamental to their school success and overall well being. District data indicates that absences and tardiness are higher for Aboriginal students than the general student population in elementary, middle and secondary schools. Therefore, we are committed to implementing initiatives that increase the Aboriginal students' sense of belonging, self respect, pride of heritage, and commitment to staying in school.

Student Performance Indicators

With the implementation of the district's new data warehousing program in 2008/2009, baseline data for attendance and suspension rates will be available at the end of the 2009 school year.

Strategies and Structures

New strategies and structures have been implemented to increase students' satisfaction and engagement within the school district.

These include:

- Aboriginal Student Gatherings (K – 12)
- Leadership Training for Aboriginal students
- Okanagan Language Initiatives
- Aboriginal Art Installations in Schools
- Opening Ceremonies for various district and school events
- Gathering Room Displays of Honour Roll and Work Ethic Lists

* Detailed information is available on pages 17-20



Students at Kelowna Museum presentation



Learning Exchange at UBCO



Grade 12 students at Silver Lake Gathering

(Feedback from students who attended various Gatherings was overwhelmingly positive.)

Spiritual Goal

To Increase Awareness and Knowledge of Aboriginal History, Traditions, Culture, and Language

Rationale

The teachings of Aboriginal history, tradition, culture and language is critical to ensuring that this knowledge will be passed on to future generations of Aboriginal people.

Student Performance Indicators

1. Increased Number of Aboriginal Students Enrolled in an Okanagan Language Program in Elementary, Middle and Secondary Schools

School Year	# of Students
2006/2007	15
2007/2008	17



Siya at Westbank First Nation

2. Increased Number of Aboriginal Students Participating in School-based and District Activities

- The implementation of several new initiatives, including the Primary Gatherings and the Grade 12 Graduation Retreat, has increased the number of Aboriginal students participating in district events. Baseline data for Aboriginal students participating in school and district events will be collected in the 2008/2009 school year.

3. Increased Number of Aboriginal Students Successfully Completing BC First Nations Studies 12

School Year	# of Aboriginal Students	% Completed Course
2006/2007	19	100 %
2007/2008	29	91%

4. Increased number of Aboriginal students receiving school credit for participation in Aboriginal cultural activities



Drum making workshop for graduation

- Four Aboriginal students were trained as Kelowna Art Gallery docents and were offered credit toward their graduation after presenting lessons on Okanagan History & Culture to 350 elementary students.
- An Okanagan language course at CNB Middle School was offered to grade 8 and grade 9 Aboriginal and non-Aboriginal students.
- The B.C. First Nations Studies 12 course was offered to grade 11 and grade 12 Aboriginal and non-Aboriginal senior secondary students at George Elliot Secondary, Kelowna Senior Secondary, Mount Boucherie Secondary, and Rutland Senior Secondary.

**For detailed information, please see appendix: "Initiatives to Support the Goals of the Enhancement Agreement" on pages 14-17*

Physical Goal

*To increase the Awareness of Healthy Choices
That will Enhance the Physical Wellbeing of Aboriginal Students*

Rationale

Students who make healthy choices and live healthy lifestyles can participate more fully in their learning.

Student Performance Indicators

1. Increased Student Participation in Healthy Living

The following activities were offered to Aboriginal students:

- World Class Hoop Dancer, Dallas Arcand, performed at the Grade 8 Gathering.
- Elementary student participation at the Apple Bowl and other community sporting activities was encouraged by the Advocates.
- Traditional dance classes were held at Constable Neil Bruce Middle School and Chief Tomat Elementary School.
- Ki-Low-Na Friendship Center organized a Wellness Fair for middle and secondary school students.
- Kayaking and hiking activities were part of the year-end Transition Gatherings.
- Boys' drum group at Chief Tomat Elementary School encouraged traditional healthy lifestyles



Family Gathering celebration at Chief Tomat

2. Decreased Number of Students Hungry in School

- Healthy breakfasts and snacks for Aboriginal students were provided through Community Link funds.
- Healthy snacks were offered to Aboriginal students at Homework Clubs.
- A Community Garden was planted, tended, and harvested by Glenrosa Middle School Aboriginal students on Westbank First Nation land.



Boys' drum group at Chief Tomat

Intellectual Goal

To improve Aboriginal Student Academic Achievement (K-12)

Rationale

Current Aboriginal students' performance in academic areas indicates that the learning community needs to focus on improving the number of Aboriginal students meeting and/or exceeding grade level expectations in reading, writing, and numeracy. Improved student performance will lead to a greater number of Aboriginal students achieving Dogwood graduation.

Early Literacy Intervention Screener Results

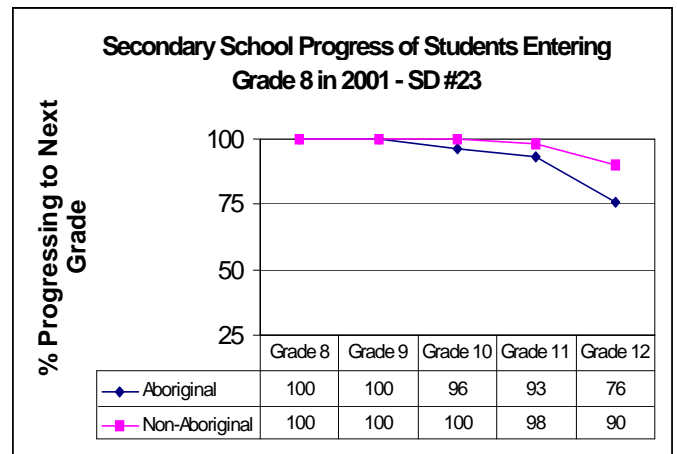
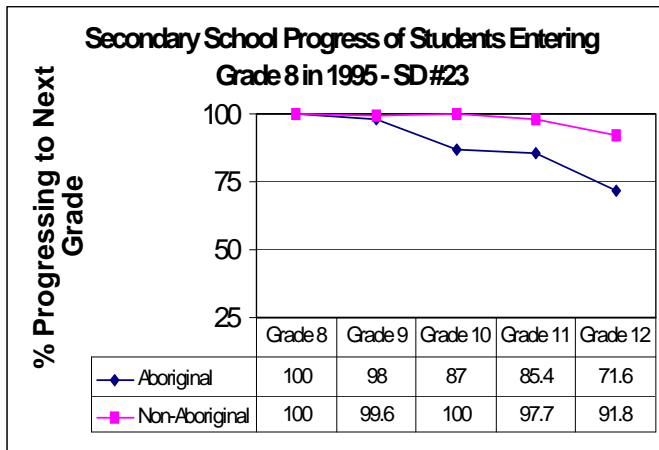
The district has developed an Early Literacy Intervention Screener to identify primary students who are at risk. Once identified, intervention strategies are implemented to support the students at risk.

Grade	Total number of Aboriginal students	Number of Aboriginal students at risk	Percentage of Aboriginal students at risk
Kindergarten	95	30	31%
Grade 1	134	59	44%
Grade 2	132	33	25%
Grade 3	150	44	29%

Student Performance Indicators

1. Increased Transition Rates from K - 12

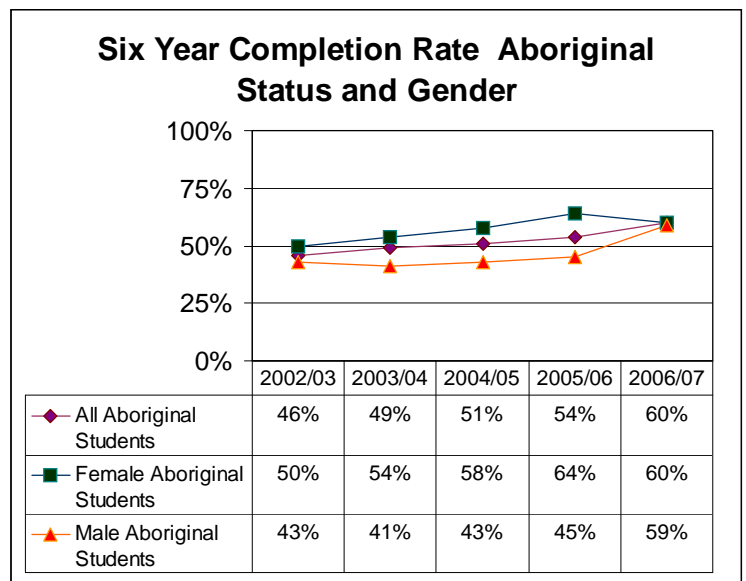
As indicated below, more Aboriginal students are staying in school and graduating. However, the focus will remain to successfully transition students from grade 10 to 11 and from grade 11 to 12.



The Six-Year Completion rate is the percent of grade 8 Aboriginal students who graduate with a Certificate of Graduation and is NOT the inverse of a "dropout rate" as students may graduate after the six-year period.

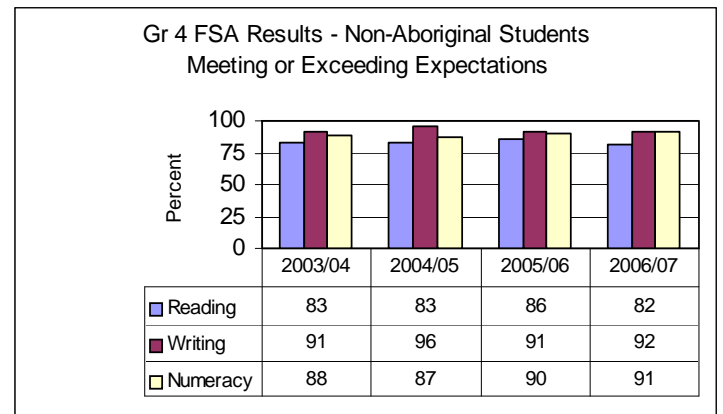
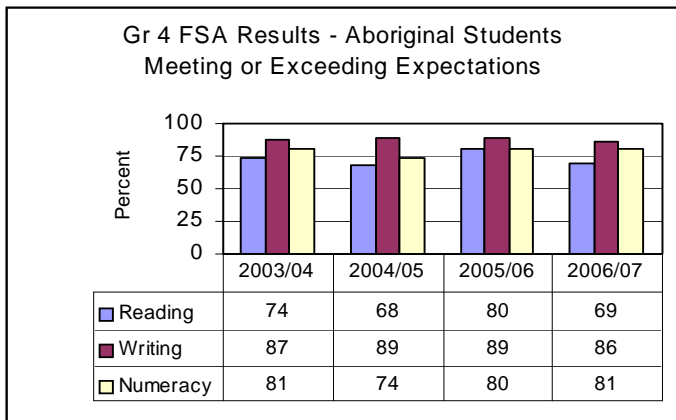
The percent of Aboriginal students graduating has significantly increased over the past five years.

More specifically, the recent improvement in the percent of male Aboriginal students graduating is most promising.



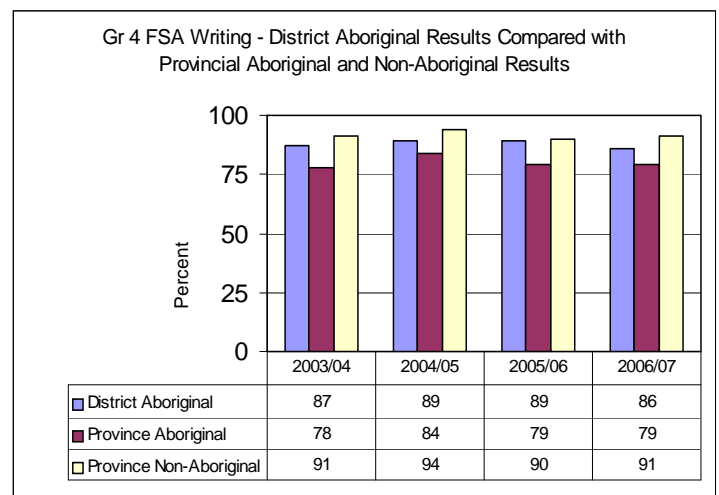
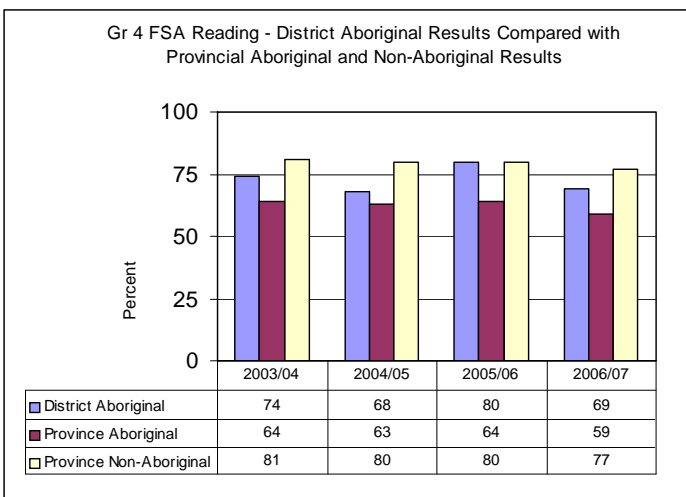
2. Increased Number of K– 9 Students Fully Meeting/Exceeding Expectations in Reading, Writing, and Numeracy

District Aboriginal Gr. 4 FSA Results Compared with District Non-Aboriginal FSA Results



92% of grade 4 Aboriginal students participated in the 2006/2007 provincially mandated grade 4 FSA test. 2007/2008 data is not yet available. In the area of reading, grade 4 results have fluctuated over the past few years. Continued intervention is necessary to improve literacy skills.

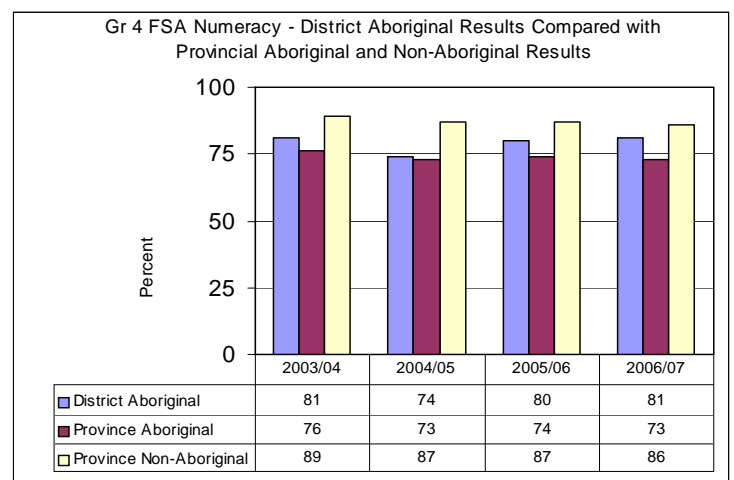
District Aboriginal Results Compared with Provincial Aboriginal and Non-Aboriginal Results



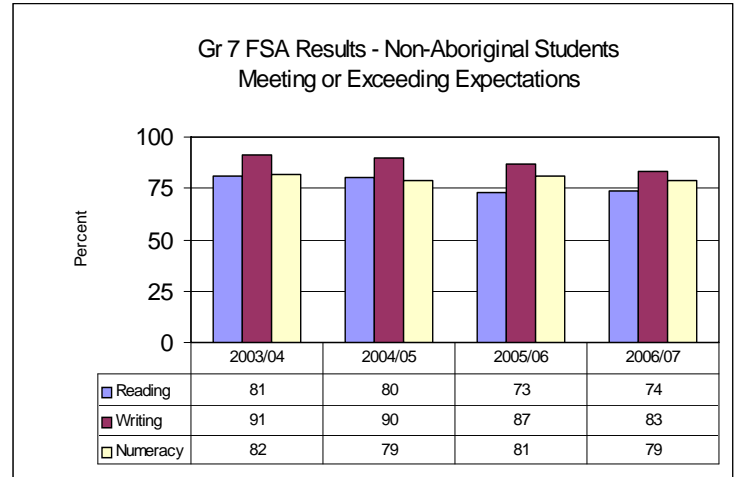
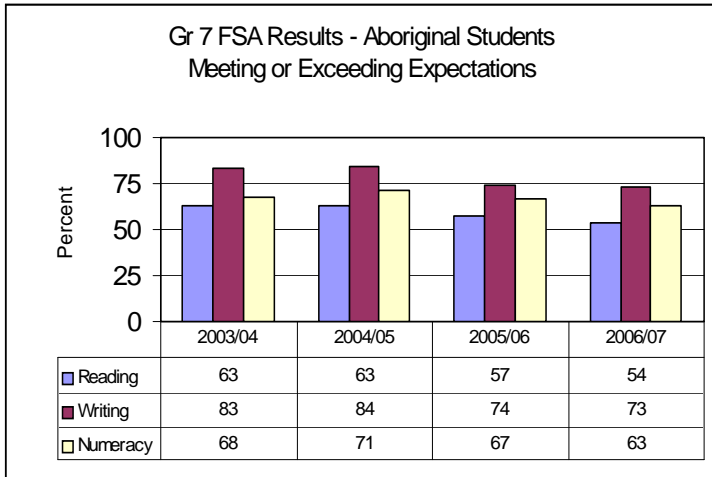
Although local grade 4 Aboriginal student achievement is well above the provincial average, the focus will remain on continued support to Aboriginal students not yet meeting grade level expectations.

Advocates, teachers, and certified education assistants (CEAs) will continue to provide individualized support to enhance school success for Aboriginal learners at risk.

Grade 4 Numeracy results are showing steady improvement over the past few years.

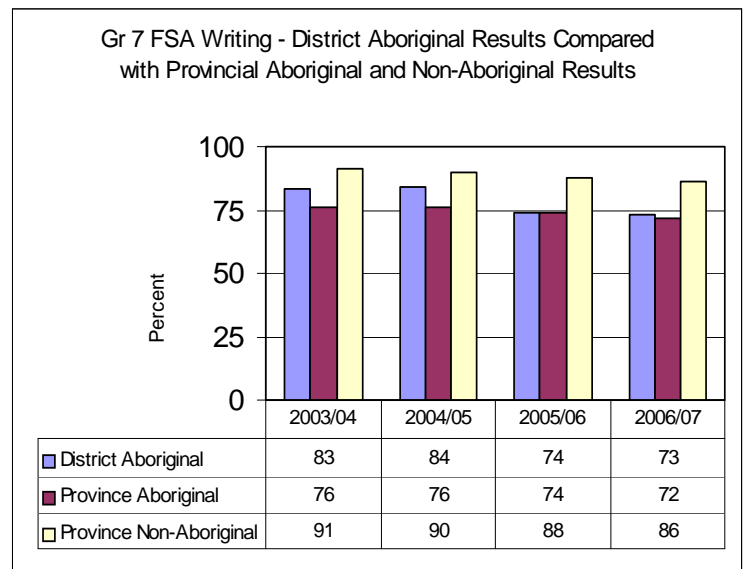
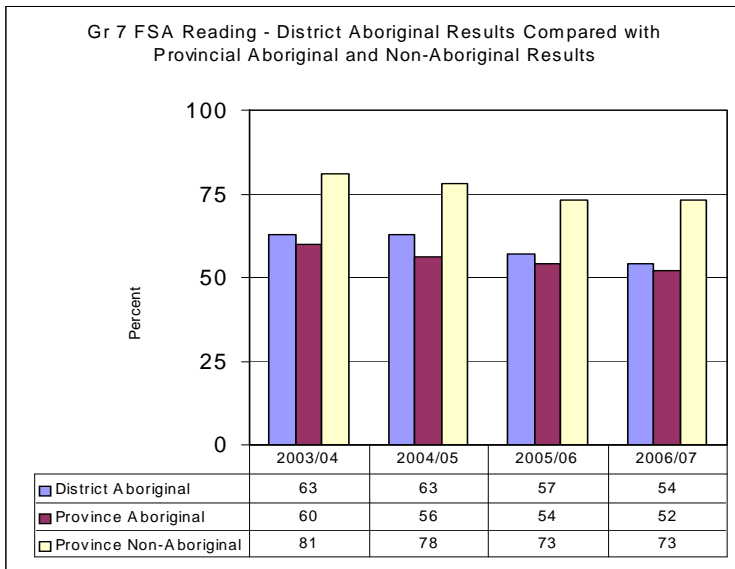


District Aboriginal Grade 7 FSA Results Compared with District Non-Aboriginal Results

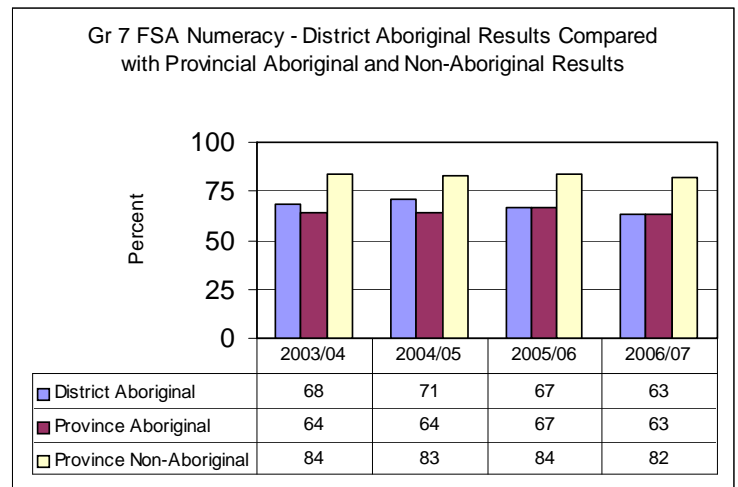


Results have indicated that continued intervention is required to improve literacy skills.

District Aboriginal Grade 7 FSA Results Compared with Provincial Aboriginal and Non-Aboriginal Results



The district remains committed to further academic intervention to improve literacy and numeracy skills at the grade 7 level in order to prepare Aboriginal students for a successful transition to senior secondary school.



Course Options Leading to Graduation

The following graph shows the percent of Aboriginal and non-Aboriginal students passing Ministry mandated course work. Improving the grade level standing of Aboriginal students will continue to be a priority.

Course	Aboriginal C- (Pass) or Better	Non-Aboriginal C- (Pass) or Better	Aboriginal C+ (Good) or Better	Non-Aboriginal C+ (Good) or Better
English 10	89%	98%	53%	75%
Principles of Math 10	92%	96%	35%	60%
Essentials of Math 10	92%	95%	34%	45%
Applications of Math 10	84%	96%	16%	37%
Science 10	85%	95%	33%	60%
Social Studies 10	94%	98%	51%	68%
BC First Nations 12	91%	96%	41%	46%
English 12	99%	99%	55%	73%
Communications 12	100%	99%	35%	50%

Strategies to Enhance Intellectual Performance

Advocates

- The AEC voted to hire five additional Advocates to provide emotional, social and academic support to elementary students. With additional staffing, all of the Advocate caseloads were slightly reduced enabling more one-to-one time.

Certified Education Assistants (CEAs) in Elementary and Middle Schools

- CEAs were staffed in each elementary and middle school to assist students not meeting expectations for their grade levels.

Tutors in Secondary Schools

- A certified teacher was available during the school day in each secondary school to assist students with their assignments and exam preparations.

Additional Activities Provided to Support this Goal

- Annual Education Fair
- Annual Career Fair
- Pro D for Teachers



Elders at Aboriginal Graduation



Celebrating Aboriginal Graduation

Summary

In November of 2007, the Ministry sent a Review Team to our district to assess our school district's educational programs and student achievement data. The District Review Team was very impressed with the work of the Central Okanagan School District to improve success for all students and believes that several of our district's initiatives are exemplary, including:

- an alignment between district priorities and actions for students in classrooms;
- the critical analysis of results and examination of the effect of actions taken;
- a commitment to continuous school improvement at the school level;
- the holistic philosophy of the Medicine Wheel embedded in the Aboriginal Education Enhancement Agreement; and,
- the breadth and depth of career opportunities available to students.

(To review the entire District Review Report, please log on to our School District's Website: www.sd23.bc.ca)

More Aboriginal students are being successful in our schools; however, there is still work that needs to be done. Although we can celebrate the improvements in the district's Aboriginal student graduation rate, our focus remains on increasing the graduation rate. It is hoped that by 2011, 75% or more of our Aboriginal students will be graduating from School District No. 23.

In closing, it is important to recognize the professional contributions of Ms. Alice Gro who is retiring this year after serving as Teacher Coordinator of the Aboriginal Program for the past 18 years. Advocates and district staff often describe Ms. Gro as "incredibly organized, insightful, a real problem solver, and passionate about making a difference for Aboriginal learners." Ms. Gro is to be commended for her efforts to improve the district's Aboriginal graduation rate. School District No. 23 staff and the Aboriginal communities of the Okanagan recognized Ms. Gro's contributions to the district's Aboriginal Education Program at a special retirement celebration in June 2008.



In August 2008, School District No. 23 will welcome Mr. Jason Seright as the district's first Principal of Aboriginal Education. Mr. Seright will be based in the Central School location and will be responsible for implementing the district's Enhancement Agreement to enhance Aboriginal student success and increase the Aboriginal graduation rate.

(See attached media announcement for more information. Appendix iii)

As we believe, it takes a community to raise a child; your thoughts and ideas on improving Aboriginal student success are always welcomed.

For further information or to add your suggestions, please contact:

Chairperson of the Aboriginal Education Committee: Loretta Swite, WFN
Chairperson of the Aboriginal Parent and Family Education Council: Brian Moore
Director of Instruction: Terry-Lee Beaudry

All correspondence can be sent to the School District Office at:

School District No. 23 (Central Okanagan)
940 Underhill Street
Kelowna, BC V1X 5X7

Appendices

Initiatives to Support the Goals of the Enhancement Agreement

January – June 2007

Initiatives/Events	Number of Students	Emotional	Spiritual	Physical	Intellectual
• Grade 8 Gathering – Dallas Arcand	* 100	✓	✓	✓	
• Aboriginal Graduation Celebration	* 60	✓	✓	✓	✓
• Siya celebration	120	✓	✓	✓	✓
• Magic Flute (Opera performance)	* 85	✓	✓		✓
• “renegradepress.com” (TV pilot)	* 65	✓	✓	✓	✓
• UBCO Learning Exchange	* 24	✓	✓	✓	✓
• Traditional dance classes – CNB	8	✓	✓	✓	✓
• Gathering room displays (honor roll/ work ethic)	<i>Data Not Available</i>	✓			✓
• Advocate newsletters		✓			✓
• Homework clubs	} <i>Emotional: Sense of Belonging</i>	✓		✓	✓
• Breakfast clubs		✓		✓	✓
• Transition gatherings		✓	✓	✓	✓
• Education Fair	* 54	✓			✓
• Career Fair	* 95	✓			✓
• Senior Secondary Tutoring	* 100	✓			✓
• Certified Education Assistants Support	* 669	✓			✓
• National Aboriginal Day celebration	* 45	✓	✓	✓	✓
Classroom Presentations					
• Artstart – Anastasia Hendry (11 classes)	330	✓	✓		✓
• Kelowna Museum (44 classes)	1139	✓	✓	✓	✓
• 189 classroom presentations including Honors History, First Nations 12, Okanagan Language	5932	✓	✓		✓
Whole School presentations					
• Hoop Dancer – Dallas Arcand (6 schools)	1500	✓	✓	✓	
• CNB Middle School art installation	741	✓	✓		✓
Community Collaborations					
• Toastmasters for Teens	18	✓	✓	✓	✓
• Opening ceremonies Social Justice Conferences, such as, SCOPE, FIT, CRASH	<i>Data Not Available</i>	✓	✓	✓	✓
• Opening Ceremony – Community Theatre “Magic Flute” Opera	<i>Data Not Available</i>	✓	✓	✓	✓

* Initiative exclusive to Aboriginal students

Initiatives to Support the Goals of the Enhancement Agreement

September 2007 – June 2008

Initiatives/Events	Number of Students	Emotional	Spiritual	Physical	Intellectual
• Grade 12 Retreat	* 35	✓	✓	✓	✓
• Docent training	* 4	✓	✓	✓	✓
• Grade 7 Gathering	* 95	✓	✓		✓
• Primary Gatherings	* 210	✓	✓	✓	✓
• Transition Gatherings	*	✓	✓		✓
• Aboriginal Graduation celebration	* 65	✓	✓		✓
• Grade 8 Gathering – Kinnie Starr	* 82	✓	✓	✓	✓
• Springvalley Middle School carving class	* 18	✓	✓	✓	✓
• Traditional drum class Chief Tomat	* 10	✓	✓	✓	
• Traditional dance class Chief Tomat	* 13	✓	✓	✓	
• Kayaking/Ethnobotany Transition Gathering	18	✓	✓	✓	✓
Classroom Presentations		✓	✓		✓
<ul style="list-style-type: none"> • 192 classroom presentations, including: Okanagan language classes Residential School presentations Wood carving classes – CNB Middle School First Nations 12 classes Soapstone carving Anastasia Hendry (Haida) 	6613	<i>Classroom presentations were provided (on a cost share basis with the schools) to enrich the curriculum.</i>			
• Kelowna Museum (44 classes)	1139	✓	✓	✓	✓
Whole School Presentations		✓	✓	✓	✓
<ul style="list-style-type: none"> • MBSS Grand Opening celebration • Marion Hunt Doig presentations • Chief Tomat Family Fun Night • Springvalley Middle School art project • Awareness Day at Peter Greer Elementary 	<i>Data Not Available</i>	<i>These presentations provided the entire school, or portions of the school, with an experience in Aboriginal history and culture through art, drama, ceremony, and storytelling.</i>			
Community Collaborations					
• Lake Country Powwow	80	✓	✓	✓	✓
• Opening Ceremonies: FIT, SCOPE, Harmony Day, Pearson Road Elementary Art Show	<i>Data Not Available</i>	✓	✓		
• UBCO Learning Exchange	* 24	✓	✓	✓	✓
• Education Fair	* 60	✓			✓
• UBCO Career Fair	* 100	✓	✓	✓	✓
• Ki-Low-Na Wellness Fair	* 35	✓	✓	✓	✓
• “Go Green Go Clean”-Sensisyusten	* 24	✓	✓	✓	
• Siya celebration	80	✓	✓	✓	✓
• Sensisyusten resource sharing					✓
• Toastmasters for Teens	12	✓	✓	✓	✓

* Initiative exclusive to Aboriginal students

NEW INITIATIVES:

Cost sharing

In the fall of 2007, the Cultural Program began cost sharing cultural events with schools. This allowed for a greater number of cultural presentations to be planned throughout the district. Schools have been supportive of the new cost sharing arrangement.

Leadership Training

A special project in Leadership Training began with Toastmasters for Teens which was open to middle and secondary Aboriginal students. Ten sessions were held in the spring of 2007 and a further ten sessions were held in the fall of 2007. Members of the Kelowna's Toastmaster's Club donated their time to facilitate these after-school sessions.

In the fall of 2007, the Kelowna Art Gallery, in collaboration with School District No. 23's Aboriginal Education Department, began the first Aboriginal Youth Pilot Project. This program was an extension of the "In the Spirit of N'ha-a-itk (Ogopogo)" education bundles, created in 2006, and was designed as a peer learning program. It was also an opportunity for Aboriginal students to gain confidence in sharing their culture with other students while learning skills in public speaking and presenting.

Student comments:

"Truth be told, I knew little or nothing about my own culture before becoming a part of the program. It has been a great learning experience for me."

"I think this project was an excellent way to share our culture, while at the same time addressing the importance of its preservation."

Okanagan Language Initiatives

To enhance the Okanagan language instruction in School District No. 23, two instructors were hired and sent to the Paul Creek Language School in the summer of 2007. In the fall of 2007, an Okanagan Language Symposium was organized by the Cultural Department. With funding from the Okanagan Mainline Regional Aboriginal Education Committee, the symposium brought together language teachers, local community educators, elders, academics, linguists and others to gather and dialogue with one another about the future of the Okanagan language.

During the 2007/2008 school year, School District No. 23 offered one class of Okanagan language at Constable Neil Bruce Middle School.

Art Installations

Much work was done in our school district to provide a visible presence of the First Nations' People of this territory. The Cultural Department facilitated the following art installations to celebrate the partnership between School District No. 23 and the Aboriginal community:

At Constable Neil Bruce Middle School, a ceremonial installation of the Okanagan art work and logo for the school, created by Nsyilxcen Okanagan artist, Will Swite, was held with the entire school in attendance.

At Springvalley Middle School, a special collection of five hand-carved paddles, created by Okanagan elder, Gordon Marchand, was unveiled at the school. Training Aboriginal students to carve was also part of the project. A celebration to highlight Gordon Marchand's and the students' art work was held in June 2008.



STAFF DEVELOPMENT

A number of professional development opportunities to support all teachers and support staff were provided including the following:

Ethnobotany:

A workshop was held at the teachers' August 2007 inservice to support Shared Learnings.

Drum Making and Language Presentations:

These workshops were offered to Advocates on the October 2007 professional development day.

Certified Education Assistants (CEA) Workshop:

In October 2007, CEAs were invited to a workshop (provided by BCTF) on "Aboriginal History in B.C."

Read Naturally In-service:

CEAs and Advocates were invited to attend a Read Naturally In-service in November 2007.

FNESC Conference:

A workshop was presented on our district's Enhancement Agreement to Provincial Conference participants in November 2007.

Support Workers Conference:

A regional conference, funded by the Okanagan Mainline Regional Aboriginal Committee, was organized and hosted by School District No. 23 in March 2008.

First Peoples English 12:

This workshop was offered by the Ministry of Education in April 2008 to introduce senior secondary English teachers to the newly created course. First Peoples English 12 will be offered at Kelowna Secondary School and Mount Boucherie Secondary School in September 2008.



Chief Tomat Cultural Gathering

School District # 23 (Central Okanagan)
2006-2007 Aboriginal Funding and Expenses

Funding	2006-07		
	FTE	Funding/FTE	
Total FTE	1,676.0	\$950	\$1,592,200
Surplus Carryforward from 2005-06			\$221,000
Operating Budget Allocation			\$1,813,200
Audit recovery			-\$2,850
Community Link Allocation			\$11,000
Total Program Funding			\$1,821,350

Expenses		
School Based Expenses		
Special Project Expenses		\$0
Total School Based Budget		\$0
District Based Expenses		
Staffing Expenses		
Teacher Salaries		\$356,000
Advocates Salaries		\$691,698
CEA Salaries		\$548,343
Total Salaries and Benefits		\$1,596,041
Supplies & Services Expenses		
Okanagan Language/Culture Instructor-Program Development		\$4,297
Professional Development-Support Staff		\$9,044
Mileage- Staff		\$14,603
Student Transportation		\$17,654
Cultural Supplies		\$23,795
General Teaching Supplies		\$20,104
Graduation		\$17,097
Field Trips		\$17,044
Telephone/Admin		\$3,465
Community Link Program		\$7,669
General District Level Account (Unallocated)		\$16,676
Total Supplies & Services		\$151,448
Total Program Expenses		\$1,747,489

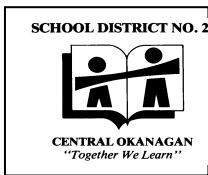
Surplus Carryforward **\$73,861**

**School District # 23 (Central Okanagan)
2007-2008 Aboriginal Funding and Budget**

Funding	2007-08		
	FTE	Funding/FTE	
Total FTE	1,820.5	\$1,014	\$1,845,987
Surplus Carryforward from 2006/07			\$73,861
Operating Budget Allocation			\$1,919,848
Conference Grant (Aboriginal Support Worker)			\$17,858
Total Program Funding			\$1,937,706

Budget Allocations				
Staffing Allocations				
	FTE	Cost/FTE		
Coordinating Teacher	1.00	\$80,032	\$80,032	
Secondary School Tutoring	3.25	\$80,032	\$260,104	\$340,136
Advocates Salaries	21.50	\$38,971	\$837,884	
Cultural Facilitator Salary	1.00	\$40,268	\$40,268	
Cultural Facilitator Assistant	1.00	\$35,356	\$35,356	\$913,508
Okanagan Language/Culture Instructor	1.00	\$37,227	\$37,228	\$37,228
CEA Salaries	14.45	\$32,275	\$466,273	\$466,273
Total Staffing Allocations				\$1,757,145
Supplies & Services Allocations				
Aboriginal Support Worker				\$17,858
Okanagan Language/Culture Instructor-Program Development				\$18,000
Professional Development-Support Staff				\$6,000
Mileage- Staff				\$14,000
Student Transportation				\$18,000
Cultural Supplies				\$35,000
General Teaching Supplies				\$20,000
Graduation				\$15,000
Field Trips				\$20,000
Telephone/Admin				\$3,500
Community Link Program				\$3,300
Aboriginal Parent and Family Education Council				\$1,000
General District Level Account				\$8,903
Total Supplies & Services				\$180,561
Total Program Budget				\$1,937,706

Balance Remaining \$0



BOARD OF EDUCATION

News

June 23, 2008

The First Principal – Aboriginal Education at School District No. 23

KELOWNA, BC:

In late August, School District No. 23 will be welcoming a new staff member who will help serve the educational needs of approximately 2,000 Aboriginal students from Peachland to Lake Country. As Principal – Aboriginal Education, Jason Seright's primary responsibility will be to foster Aboriginal student success in each of the four directions of the Medicine Wheel (Intellectual, Social/Emotional, Spiritual, and Physical), and to work with the current Aboriginal Education Enhancement Agreement between School District No. 23, the Aboriginal Education Committee, and the Ministry of Education.

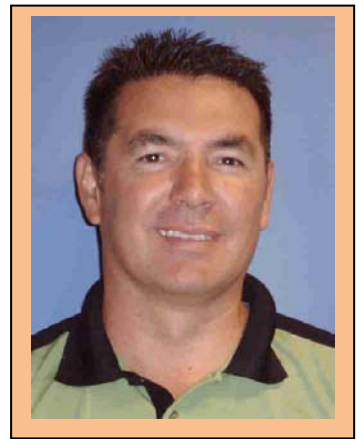
Mr. Seright has been a principal for seven years at Ermineskin Junior Senior High School near Edmonton and has spent a total of 14 years in the education field. He is relocating to Kelowna over the summer and recently met with the district's Aboriginal program staff. "He made an outstanding first impression on staff, students, and the community members who have met him," says Director of Instruction Terry-Lee Beaudry. "Not only is he culturally astute, intelligent, articulate, and thoughtful, he wears his heart on his sleeve and is committed to do whatever it takes to support Aboriginal students."

In his new role, Mr. Seright's focus will be on improving the chances for life success among Aboriginal students. A main avenue to accomplishing this is via graduation from high school with the skills and qualifications to access a range of post-secondary options. Although the district Aboriginal graduation rate has improved substantially in recent years (from 25% in 1994 to 60% in 2007), it still lags behind that of other students.

Mr. Seright has extensive experience working with Aboriginal students who struggle in the formal education system. "The last seven years have been the most rewarding, difficult and proudest moments of my life," says Mr. Seright. "I look forward to working with School District No. 23 and have been very impressed with what the district is doing and the talented, dedicated individuals I briefly met over the last month. I look forward to working together to reach our goal of having at least 75% of our Aboriginal students graduating by 2011."

Mr. Seright also brings to the district his love of sport. When he's not working, this former junior hockey player is often golfing and playing or coaching hockey and other sports.

The new Principal – Aboriginal Education will be based in the Central School location and have an active role with staff, parents and students throughout the district. He will take over the duties of Alice Gro, the Aboriginal Education Program Coordinator, who will be retiring this month. (He will also take on new tasks.) "Alice has been instrumental in advancing the graduation rate for our students," says Beaudry. "She's done an outstanding job for nearly two decades as an advocate for Aboriginal student success."



*Jason Seright
Principal - Aboriginal Education*

As the new principal for Aboriginal Education in School District No. 23, I would like to thank the Elders, parents and guardians, community members, and School District No. 23 for the support and encouragement in striving for excellence with our Aboriginal students.

The goals achieved are only possible with strong partnership, continued support, and a commitment to the success of each student.

I look forward to meeting each and every one of you in the upcoming school year.

*Jason Seright
Principal – Aboriginal Education*

