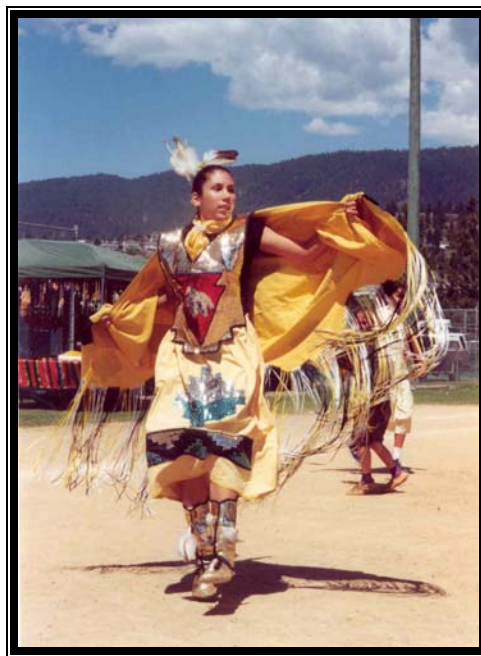




School District No. 23 (Central Okanagan)

Aboriginal Education Report

2002/2003



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Alice Gro, Coordinating Teacher of the Aboriginal Education Program

Special Acknowledgement to: Sandra Lynxleg and Tic Williams, Parent Representatives of the
Aboriginal Education Committee, for providing editorial support.

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OVERVIEW OF ABORIGINAL EDUCATION PROGRAM

Background:

School District No. 23 Aboriginal Education Program was founded in 1994 when the Ministry of Education provided targeted funding to improve school success for Aboriginal students. At that time, a team of three educators held focus groups of parents and community members throughout the District to receive suggestions about how to not only keep Aboriginal students in school but to enhance and broaden the quality of their school experience. Surveys were completed by regular classroom teachers and Aboriginal secondary students to provide further insight into the challenges facing Aboriginal students and their families. Data collected provided clear evidence that having an Aboriginal person in the school to advocate and support Aboriginal students would have the greatest impact in improving Aboriginal school success. As a result, six First Nations Student Advocates were hired in 1994 to support Middle and Secondary Aboriginal student and two teachers were reassigned to coordinate the program. In 1995, a Cultural Facilitator was hired to provide opportunities to integrate First Nation cultural resources into the existing curriculum. The popularity of the cultural program resulted in the addition of a full-time Cultural Assistant in the fall of 1995.

Upon input received from Aboriginal parents in a 1996 evaluation, the Advocate program was expanded to support elementary Aboriginal students. In 1996, eight Advocates provided support to the District's 800 Aboriginal students while the program was further expanded to include academic support for Kindergarten to Grade nine Aboriginal students. First Nations Certified Education Assistants also provided additional learning assistance to students struggling to meet Language Arts and Math curriculum expectations.

Over the last nine years, the Aboriginal Education Program has continued to evolve to meet the needs of the growing number of students identifying themselves as Aboriginal.

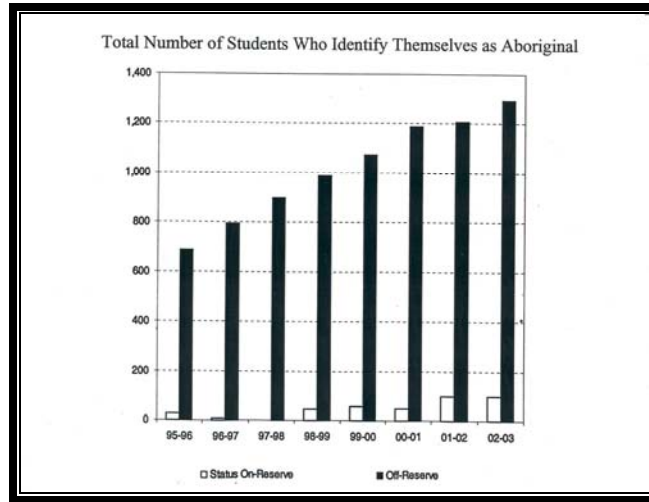
During the 2002/2003 school year a Coordinating Teacher, Cultural Facilitator, Cultural Facilitator Assistant, 15 Advocates and 12 (FTE) Certified Education Assistants (CEAs), provided direct service to the 1320 Aboriginal students in the District.

Total Number of Students Identifying Themselves as Aboriginal

The total number of students identifying themselves as Aboriginal has more than doubled since the inception of the program. The District's Aboriginal students represent many Nations from across Canada including status, non-status, Inuit, and Métis. Approximately 10% are from the Okanagan Nation and approximately 14.4% live on reserve. Aboriginal students in School District No. 23 represent the following self-identified Nations/Bands:

| | | | | | | |
|-----------|--------------|-----------------|---|-----------|---------------|-----------|
| Abenaki | Cherokee | Dene | Katzie | Maori | Okanagan | St'at'imc |
| Algonquin | Cheyenne | Desoto | Kutenai | Métis | Okanese | Stó:lō |
| Apache | Chilcotin | Dogrib | Kwakala | Mik'Maq | Peigan | Tahitian |
| Beaver | Chipewyan | Gitxsan | Kwakiutl | Mohawk | Saulteaux | Thompson |
| Blackfoot | Choctaw | Haida | Lakalzap | Nisga'a | Seneca | Toquaht |
| Blood | Coast Salish | Haisla | LaPas | N'Quatqua | Shuswap | Tsimshian |
| Bonaparte | Cowichan | Interior Salish | Lower Nicola | Nuxalk | Slavey | |
| Burrard | Cree | Iroquis | Mamalilikulia-Que Qua'Saot' Que Quatol | | Soiux | |
| Carrier | Crow | Inuvialuit | Maniwaki | Ojibwa | Spallumscheen | |

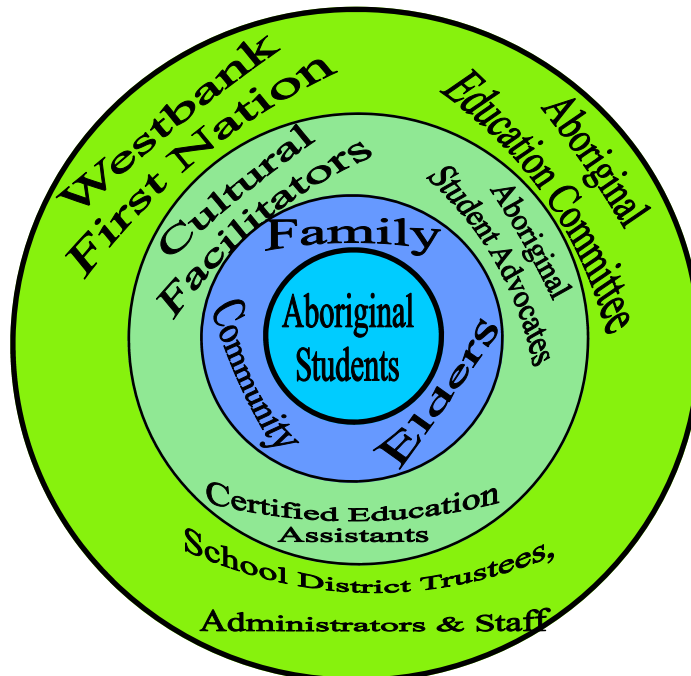
Total Number of Students Identifying Themselves as Aboriginal



CIRCLE OF INFLUENCE

As shown in the following diagram, Elders and the Aboriginal community are highly valued for their influence on Aboriginal students. School District personnel including the Cultural Facilitator, Aboriginal Student Advocates and First Nations Certified Education Assistants work cooperatively with the Aboriginal community to deliver programs and services to elementary, middle and secondary Aboriginal students. In partnership with Westbank First Nation and the District's Aboriginal Education Committee, District staff develop policies and programs to enhance the school experience and improve student achievement.

CIRCLE OF INFLUENCE



ABORIGINAL EDUCATION COMMITTEE

An Aboriginal Education Committee, as specified by the Ministry of Education, was established and is known locally as the Aboriginal Education Committee. The following describes committee membership:

Aboriginal Education Committee Membership

| | |
|---------------------------------|--|
| Westbank First Nation | 2 Representatives |
| Okanagan Indian Band | 1 Representative |
| Okanagan Nation Alliance | 1 Representative |
| Ki-Low-Na Friendship Society | 2 Representatives |
| Kelowna Métis Association | 1 Representative |
| Lake Country Native Association | 1 Representative |
| Aboriginal Students | 2 Representatives (approved by Council) |
| Aboriginal Parents | 2 Representatives (approved by Council) |
| School District No. 23 | 2 Directors of Education (non-voting capacity) |

Terms of Reference were adopted by the Board of School Trustees on February 13, 2002. During the following year, several scheduled meetings were held, chaired by Councillor Raf DeGuevera of the Westbank First Nation. In addition, a retreat for the Council members was held at the Naramata Conference Centre on March 28, 2003. The retreat was led by Elder Dr. Mary Louie.

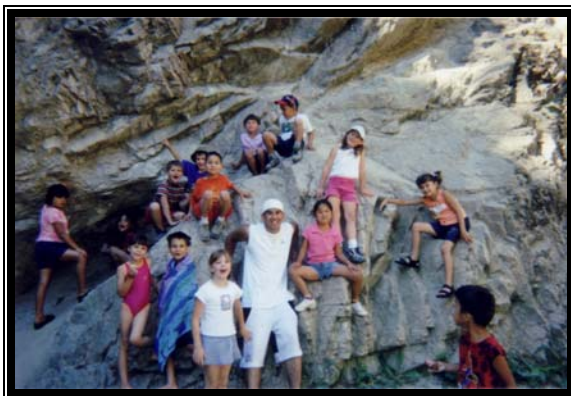
The committee will be reviewing the 2002/2003 student achievement data as described in this report and, in partnership with the Aboriginal community and District staff, will be recommending goals for the 2004/2005 school year.

LOCAL EDUCATION AGREEMENT WITH WESTBANK FIRST NATION

On March 1, 2002 the Board of School Trustees and Westbank First Nation signed a Local Education Agreement which extends to August 31, 2005.

Significant in this agreement is the requirement that a School District 23 Director of Instruction and the Westbank Education Coordinator meet monthly to discuss educational decisions that affect Westbank First Nation students. On alternate months these meetings also included the School District 23 Coordinating Teacher and the Aboriginal Cultural Facilitator.

This agreement also provided for yearly adjustments (*January 31st each year*) to the Basic Education Tuition Fee paid to School District 23 by Westbank First Nation to reflect transfers between Sensisysten School and School District 23 schools.



"Students at Westbank First Nation Culture Camp visit traditional sites on the Westside"

ABORIGINAL PROGRAM SUMMARY

The Ministry of Education mandates all Districts to develop improvement plans for all educational programs. Utilizing targeted funding, the District provides an Aboriginal Education Program to enhance the education of Aboriginal students. Several programs have been implemented to **close the gap** between Aboriginal and non-Aboriginal student achievement as well as improve graduation rates. In the year 2000/2001, 35.8% of the Aboriginal students graduated compared to 76.1% of the non-Aboriginal students. In 2002/2003, 52% of the Aboriginal students graduated compared to 76.1% of the non-Aboriginal students closing the gap to 24.1%. In 2002/2003, 45% of the Aboriginal students graduated compared to 76% of the non-Aboriginal students. The District remains committed to providing programs and services to enhance the school experience for Aboriginal students.

The goals of the District's Aboriginal Education Program are:

1. to increase the level and standard of literacy/numeracy at all grade levels;
2. to increase the graduation rates of Aboriginal secondary school students;
3. to provide all learners (students, staff, and parents) with the opportunity to gain a greater understanding of Aboriginal culture and history.

The following describes the components of the District's Aboriginal Education Program.

1. Cultural Enhancement

The District's Aboriginal Education Cultural Program integrated First Nation cultural resources into existing curriculum. School District No. 23 recognized the need to offer a better understanding of the Okanagan First Nation. The Aboriginal Education Cultural Program provided learning opportunities and integrated cultural experiences for:

- a. **Aboriginal students** through planned gatherings, field trips and cultural clubs.
- b. **All students** through classroom presentations, Awareness Days, museum presentations, school assemblies and field trips.
- c. **Teachers** through planned classroom presentations and in-service sessions.

A full-time **Aboriginal Cultural Facilitator** and part-time (.44) **Assistant Cultural Facilitator** planned cultural programs for elementary, middle and secondary school students. The Cultural Facilitator coordinated 120 classroom presentations, two half-day school-based Awareness Days, and several school assemblies to enhance the students' understanding of Aboriginal culture. Additionally, 58 visits to the Kelowna Museum were organized for grade four students studying the history of the Aboriginal people. The Cultural Facilitator partnered with Westbank First Nation to plan the annual "SIYA" POW-WOW. Over one hundred elementary and secondary students attended this annual event hosted at Sensisyusten House of Learning on Westbank First Nation, Okanagan Territory.

The Cultural Facilitator and Assistant Cultural Facilitator worked closely with the Coordinating Teacher, the Advocates and the Aboriginal community to plan events specifically for students of Aboriginal ancestry. These gatherings provided opportunities for the students to set goals and broaden their community connection.

The following highlights the gatherings and field trips planned specifically for students in the Aboriginal Education Program to celebrate heritage and enhance community connections:

| Date | Purpose | Activity | Grade(s) | # of Students |
|----------------|--|--|---|----------------------|
| Nov. 14, 2002 | To introduce senior students to various opportunities in the film and performance industry | Attended "Gathering our Images" Aboriginal Media Arts Symposium at En'owkin Centre | Middle Secondary | 27 |
| Feb. 3-5, 2003 | To provide career information and role model exposure | Attended "Blueprints for the Future" Career Fair in Vancouver | Secondary | 40 |
| Feb 24, 2003 | To provide opportunity for senior students to become presenters at a social justice student conference | Students presented two workshops at "Care & Make it Fair" conference | Secondary | 10 |
| April 17, 2003 | To provide opportunity for students to learn about the "Seven Teachings of the Grandfathers" | Attended a Gathering at Central Programs & Services | Grade 8 | 100 |
| April 30, 2003 | To offer exposure to a variety of career paths that have been chosen by Aboriginal people | Attended 9th annual Aboriginal Career Fair | Middle Secondary | 100 |
| May 6, 2003 | To provide an opportunity for youth to learn about personal safety and good life choices | Attended the "Building Brighter Futures" Conference in Penticton | Middle Secondary | 40 |
| May 15, 2003 | To celebrate the high school completion/graduation of Aboriginal students | Attended graduation celebration with students and guests" | Grade 12 | 75 |
| June 20, 2003 | To provide an opportunity for students to participate in a "mini-powwow". | Attended "SIYA" at Sensisystem House of Learning | Elementary (guests) Secondary (volunteers) | 110 |

In honour of sharing teachings and knowledge, an Elders Gathering was held for the presenters of the Aboriginal Education Program.

An opportunity to learn Okanagan language was offered to students through the cooperative efforts of Westbank First Nation and School District No. 23. The Westbank First Nation Summer Language Camp focused on the language and culture of the Okanagan People. Over sixty students attended last year's summer camp.

2. First Nations Advocacy

Fifteen First Nations Advocates were assigned to the District's 30 elementary, 6 middle and 5 secondary schools. In elementary schools, each Advocate provided advocacy to approximately 140 students. In middle and secondary schools, each Advocate provided advocacy to approximately 70 students.

Middle and secondary school Advocates return to their school assignments the last week of August to review student timetables, orient new students to their school, conduct home visits, and ensure students are ready for school opening. An earlier start-up time for First Nations Advocates has been most beneficial for students in transitions.

The primary focus of First Nations Advocates was to assist students with developing personal goals in order to reach their potential. For many students, the goal was to graduate with a Dogwood certificate; however, for some students it meant reaching the goals of an Individualized Education Plan.

First Nations Advocacy may include:

- cultural awareness
- academic advising – secondary and post-secondary
- career planning
- goal setting
- personal counselling
- family support
- consulting with classroom teachers and school administration
- liaising with community resources.

First Nations Advocates provide an ongoing relationship with students throughout their school lives. Beginning in Kindergarten, each Aboriginal student has at least one meeting a month with an Advocate. Many students in middle and secondary school meet with their Advocate every day.

First Nations Advocates play a major role in building relationships with students. School District No. 23 recognizes the impact of this position and is committed to enhancing and strengthening this relationship to the benefit of the Aboriginal Education Program.

First Nations Advocates document:

- the support they have received
 - the issues they have encountered
 - the successes they have experienced
 - those who exit our schools before graduation.
- appendixes b and c*



*2002-2003 Aboriginal Education Program Staff
(Advocates, Cultural Facilitator, Coordinating Teacher)*

3. Academic Assistance

As discussed in the Superintendent's *"Goals Worthy of Pursuit"*, "students entering kindergarten are both better and worse prepared than any time in the history of public education." Some students enter school with established readiness skills in literacy and numeracy while other students are entering school with little knowledge of print material, poor language skills, poor social skills and lacking the confidence to tackle new learning. In addressing the disparity in readiness for school between some Aboriginal and non-Aboriginal children, Ki-Low-Na Friendship Society partnered with the Ministry of Children and Families and School District No. 23 to develop a "Head Start" Preschool Program at Quigley Elementary School. After an extensive renovation to the school's multi-purpose room, the preschool opened in the spring of 2003.

Academic assistance was also provided for students from Kindergarten to grade 9 who were experiencing difficulties in the Language Arts and Math. Twelve (FTE) **Certified Education Assistants** worked with the classroom teachers and Learning Assistant Teachers to provide direct learning assistance for students. This help was in addition to any learning assistance help students may have received. When available or relevant, First Nation cultural materials were used as a resource in this program.

Academic assistance was also provided for secondary students who were experiencing difficulties with coursework. Tutorial services were provided by certified teachers to prepare students for exams.

First Nations 12

This course, now offered as an alternative to Social Studies 11, fulfills graduation requirements. The following schools offered First Nations 12 during the 2002/2003 school year:

- Kelowna Senior Secondary
- Mount Boucherie Secondary
- Rutland Senior Secondary

First Nations 12 was taught by teachers already on staff at each school. They were assisted in the delivery of the curriculum by the **Aboriginal Culture Program**, which provided guest speakers, performers, field trip opportunities and culturally appropriate advice.

First Nations Studies 12 is open to all students and many non-Aboriginal students choose the course to increase their knowledge and understanding of the history and culture of Early Canada.

During the 2002/2003 school year, a valuable learning opportunity was provided for First Nations Studies 12 students at Kelowna Senior Secondary when they participated in a cultural exchange with students from the Penetanquishene Band in Christian Island, Ontario. The Ontario students were introduced to Okanagan Territory as well as that of the Coastal Salish during a one week visit in April 2003. In May 2003, 24 Kelowna Senior Secondary students traveled with their teacher and two First Nations Student Advocates to the Chipewa community.



"When I signed up for the trip, I must say I was prejudiced. I had never really gotten to know any first nations people before. I had only heard stories. By actually staying with them, and getting to know them, I could see them all as people. I made great new friends, and was very fond of my host family. My perspective has changed completely, and I no longer feel any hint of racism. I do not think that would have happened for me without this trip." (comment from a K.S.S. student participating in the exchange to Christian Island)



Strategies to Achieve Results

In summary, the following strategies were implemented during the 2002/2003 school year to enhance the school experience and improve the graduation rate for Aboriginal students.

1. Established regular meetings with the District's Aboriginal Education Committee in order to strengthen the committee's vision for school improvement.
2. Established a Local Education Agreement (LEA) with Westbank First Nation in March 2002. Key aspects of the agreement include maintaining a current nominal roll, tracking student achievement on an ongoing basis, developing an annual student performance report, and maintaining ongoing communication with Westbank First Nation.
3. Partnered with the Ki-Low-Na Friendship Society to open the Aboriginal Family Resource Program/Preschool at Quigley Elementary School.
4. Partnered with Westbank First Nation to install new hardware and software at Sensisyusten House of Learning. Federal funding was used to update the technology at Sensisyusten School. The lab remains open in the evening to provide access to middle and secondary students for the completion of school assignments.
5. Provided cultural opportunities for students within the school and the community. Additionally, 40 students traveled to Vancouver to the Blueprints for the Future Career Fair and 25 students traveled to Christian Island, Ontario, on a cultural exchange.
6. Provided student leadership opportunities for secondary school students. Ten Aboriginal students were chosen to present at the Elementary School Care and Make it Fair Conference. The session focused on sharing school experiences and accepting diversity within the community.
7. Offered First Nation 12 Studies at Mount Boucherie Secondary School, Kelowna Secondary School, and Rutland Senior Secondary School.
8. Established a week-earlier "start-up" time for middle and secondary school Advocates to assist students with the transition back to school. Middle and secondary school Advocates returned to their school assignments on August 25th, 2003.
9. Hired 12.0 (FTE) First Nation Certified Education Assistants (FN CEA) to provide academic assistance to students from Kindergarten to grade nine.
10. Provided tutorial support for secondary students to assist with coursework and prepare for semester and final exams.
11. Developed strategies to increase student attendance (*i.e., home visits, recognition for improved attendance, and field trip opportunities*).
12. Developed a District-based Accountability Tracking System to gather student achievement data for the purposes of determining the students' school performance as well as determining future goals of the Aboriginal Education Program.
13. Provided ongoing professional development to Advocates and First Nation CEAs. Elders, professionals from the community and cultural presenters were often invited to the monthly Advocate meetings to discuss a variety of issues.
14. Celebrated Aboriginal student success. On May 15th, 2003, Elders, parents, community members and teaching staff came together to celebrate 75 students graduating. The graduation ceremonies were attended by over 300 members of the community. In addition to the annual graduation ceremonies, student success is recognized on an ongoing basis.

STUDENT PERFORMANCE INFORMATION – DISTRICT RESULTS

The following data indicates the overall academic performance of students at each grade level. The data collected will determine future goals for achieving school success.

Total Headcount and Percentage of Students Meeting or Exceeding Expectations

| Grade | | Language Arts | | Math | |
|-------|---------------------|---------------|-----|------------|-----|
| | | Head Count | % | Head Count | % |
| K | All Students | 1257 | 84% | 1257 | 85% |
| | Aboriginal Students | 91 | 83% | 91 | 85% |
| 1 | All Students | 1396 | 85% | 1396 | 93% |
| | Aboriginal Students | 94 | 75% | 94 | 88% |
| 2 | All Students | 1455 | 86% | 1455 | 92% |
| | Aboriginal Students | 109 | 78% | 109 | 85% |
| 3 | All Students | 1562 | 83% | 1563 | 90% |
| | Aboriginal Students | 98 | 76% | 99 | 80% |

- Aboriginal and non-Aboriginal Kindergarten students showed comparable results at the end of the school year.
- At the grade one level, only 75% of the Aboriginal students met or exceeded expectations in Language Arts compared to 85% of the non-Aboriginal students.
- Primary report card results showed that a greater percentage of Aboriginal students were meeting and/or exceeding expectations in Math compared to Language Arts; however, grade three Math results demonstrated a 10% gap in achievement between the Aboriginal and non-Aboriginal primary students.

Total Headcount and Percentage of Students Meeting or Exceeding Expectations

| Grade | | Language Arts | | Math | |
|-------|---------------------|---------------|-----|------------|-----|
| | | Head Count | % | Head Count | % |
| 4 | All Students | 1704 | 91% | 1574 | 94% |
| | Aboriginal Students | 106 | 84% | 102 | 90% |
| 5 | All Students | 1724 | 93% | 1619 | 94% |
| | Aboriginal Students | 113 | 87% | 107 | 88% |
| 6 | All Students | 1747 | 93% | 1646 | 94% |
| | Aboriginal Students | 108 | 87% | 105 | 87% |

- Intermediate report card results showed that 84% - 87% of the Aboriginal students were meeting and/or exceeding expectations in Language Arts. The achievement gap between the Aboriginal students and non-Aboriginal students in Language Arts remained at 6% - 7% throughout the intermediate grades.
- At the early intermediate grades, achievement results in Math are comparable between Aboriginal and non-Aboriginal students.

* Meeting or exceeding expectations is equivalent to a percentile range from 50% to 100% or a letter grade range from C- to A.

Total Headcount and Percentage of Students Meeting or Exceeding Expectations

| Grade | | Language Arts | | Math | |
|-------|---------------------|---------------|-----|------------|-----|
| | | Head Count | % | Head Count | % |
| 7 | All Students | 2090 | 95% | 1766 | 94% |
| | Aboriginal Students | 111 | 87% | 94 | 79% |
| 8 | All Students | 1938 | 87% | 1815 | 90% |
| | Aboriginal Students | 116 | 82% | 113 | 77% |
| 9 | All Students | 1883 | 90% | 1783 | 95% |
| | Aboriginal Students | 84 | 86% | 82 | 91% |

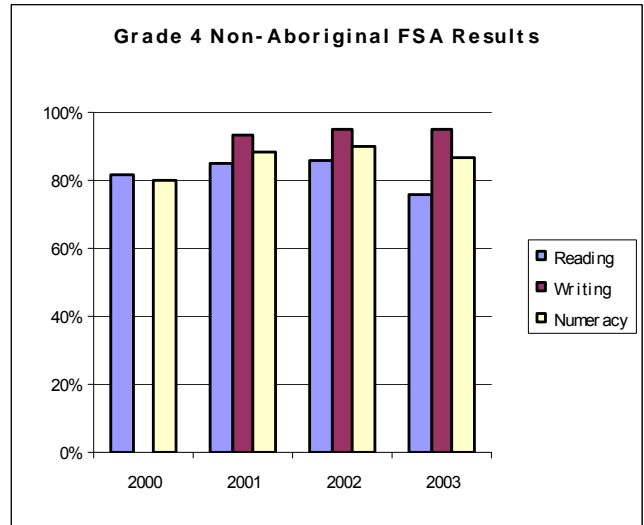
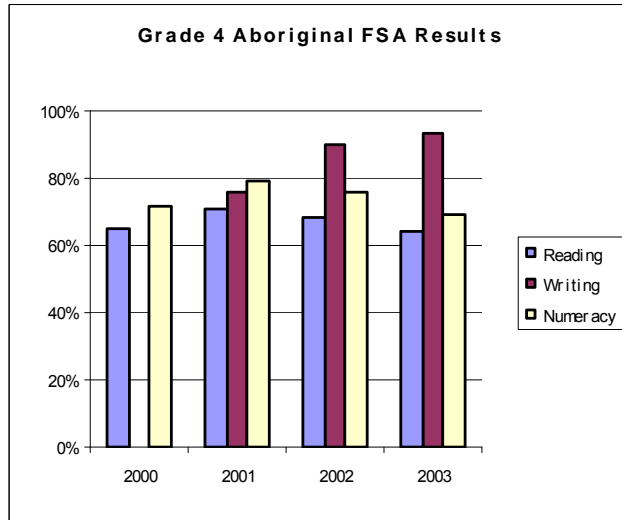
- Middle years report card results indicated 4% - 8% achievement gap in Language Arts between Aboriginal and non-Aboriginal students.
- In grade seven and grade eight, results showed 13% - 15% achievement gap in Math between Aboriginal and non-Aboriginal students.
- Comparing achievement in grade nine Math is difficult since students were enrolled in a variety of Math courses.

Total Headcount and Percentage of Students Meeting or Exceeding Expectations

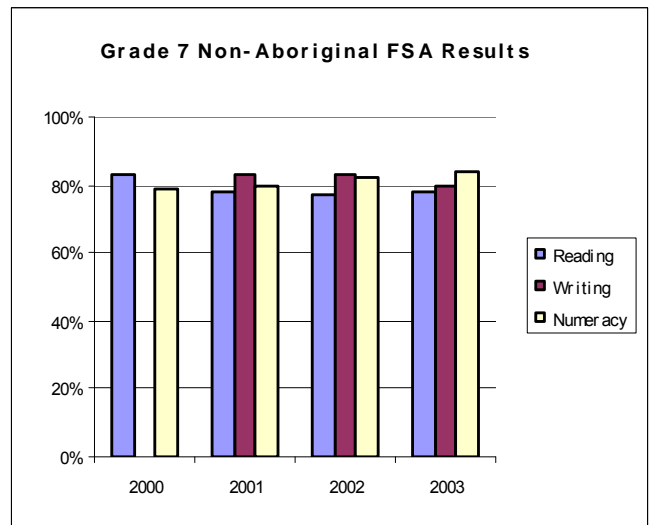
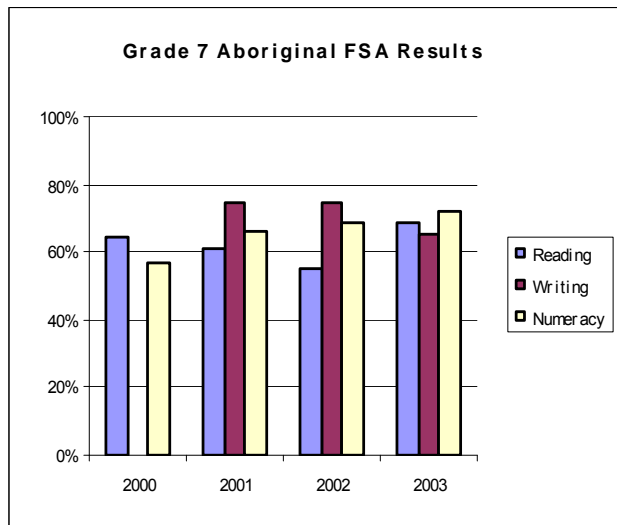
| Grade | | Language Arts | | Math | |
|-------|---------------------|---------------|-----|------------|-----|
| | | Head Count | % | Head Count | % |
| 10 | All Students | 1738 | 95% | 1673 | 91% |
| | Aboriginal Students | 63 | 87% | 64 | 77% |
| 11 | All Students | 1845 | 95% | 1968 | 90% |
| | Aboriginal Students | 86 | 65% | 97 | 81% |
| 12 | All Students | 2164 | 98% | 1067 | 89% |
| | Aboriginal Students | 75 | 97% | 21 | 95% |

- At the secondary level, Aboriginal and non-Aboriginal students enroll in Language Arts and Math courses that represent a wide range of difficulty making comparisons unclear.
- Language Arts results reflect achievement in one or more of the following courses: English 10, English 11, Communications 11, English 12, Communications 12, English Literature 12, Technical and Professional Communications 12.
- Math results reflect achievement in one or more of the following courses: Principles Math 10, Essentials Math 10, Applications Math 10, Principles Math 11, Essentials Math 11, Applications Math 11, Principles Math 12, Applications Math 12, Calculus.
- It is recommended that further information will need to be collected to determine Aboriginal academic achievement at the senior secondary level.

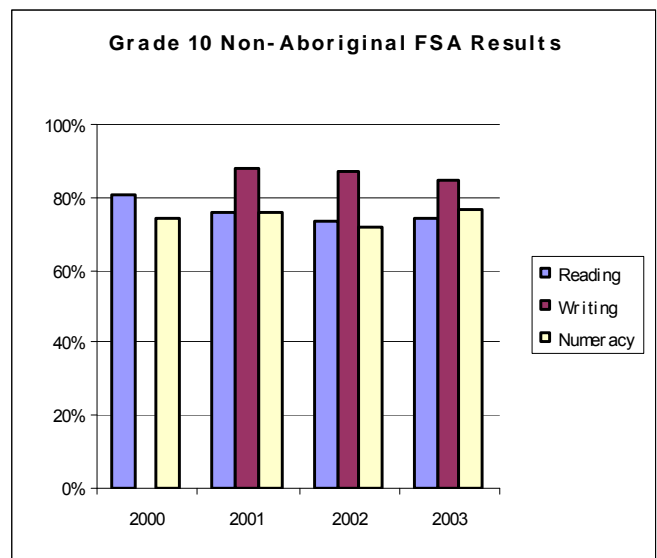
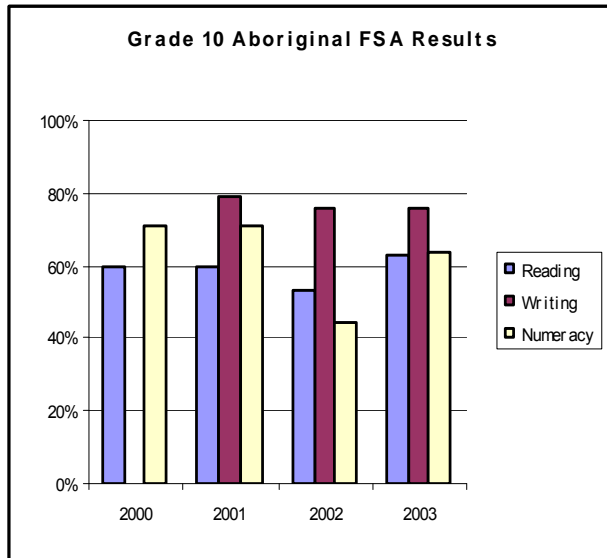
Foundation Skills Assessment (FSA) District Results



- Although the District and provincial achievement results in Reading for Aboriginal and non-Aboriginal students were significantly lower than previous years, trend lines clearly indicate that further intervention is required to support Aboriginal students in the area of Language Art.
- Grade 4 Aboriginal students continue to show improvement in meeting the expectations for Writing. 96% of the students were meeting and/or exceeding the expectations in Writing
- Trend lines clearly indicated lower academic performance in Math than previous years.

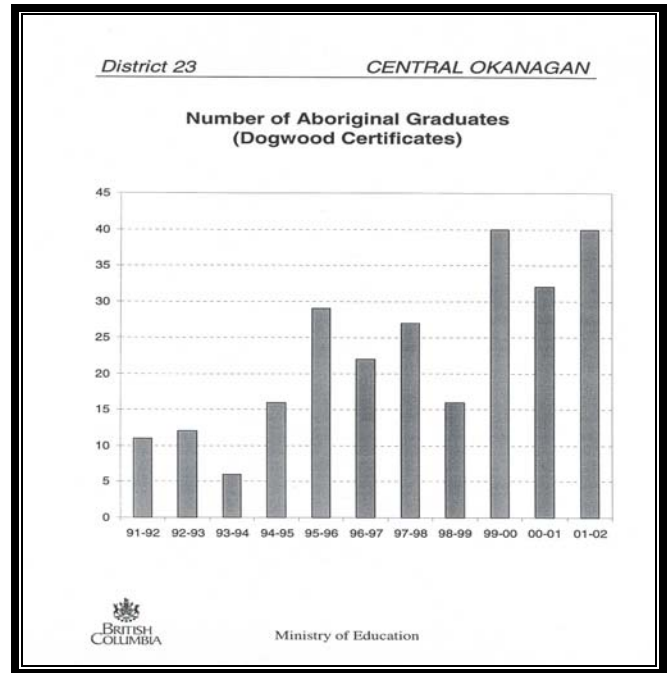
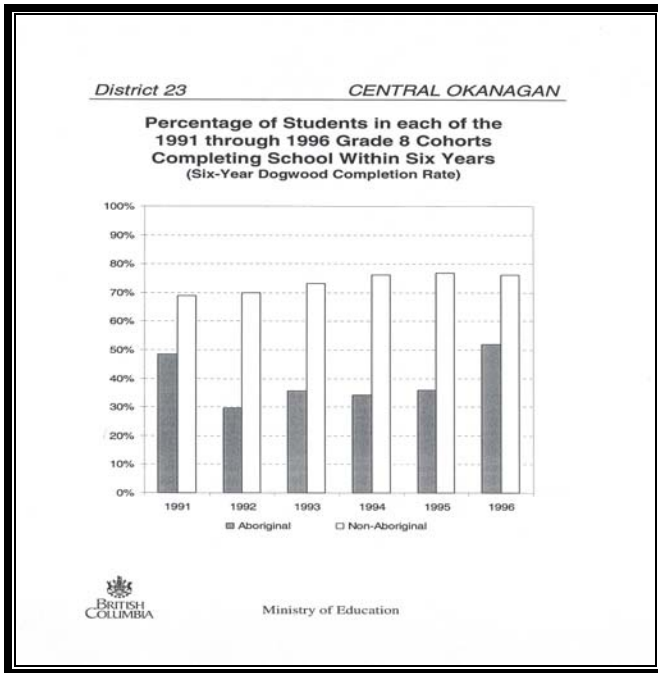


- Grade 7 Aboriginal students continue to show significant improvement in meeting and/or exceeding expectations in Reading.
- Writing results have shown a slight decline from previous years.
- Grade 7 Aboriginal students continue to show significant improvement in meeting and/or exceeding expectations in Math.

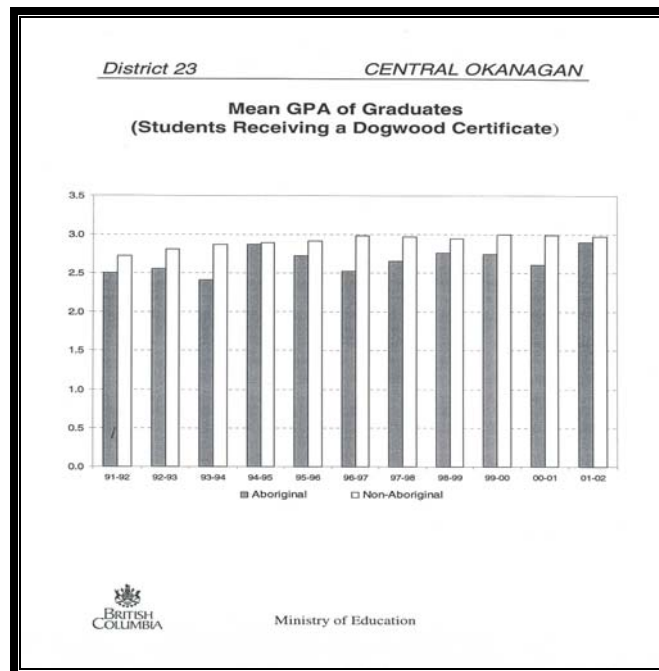


- Grade 10 Aboriginal students have shown significant improvement in meeting and/or exceeding expectations in Reading.
- Grade 10 Aboriginal student writing results remain constant over the past few years.
- Grade 10 Aboriginal student Math results have significantly improved since last year.
- At the secondary level, Aboriginal and non-Aboriginal students enroll in Language Arts and Math courses that represent a wide range of difficulty making comparisons unclear.

Aboriginal Student Graduation Results



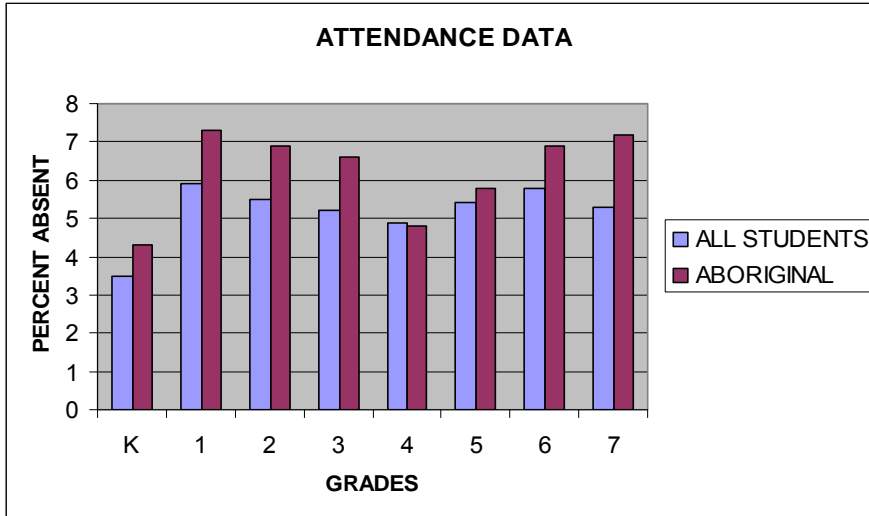
- 53% of the District's Aboriginal students graduated in the 2002/2003 school year setting a District record. Trend lines clearly indicated more Aboriginal students graduating each year.
- Trend lines indicate more Aboriginal students graduating with a Dogwood certificate.



- The GPA of Aboriginal and non-Aboriginal graduates receiving a Dogwood certificate is comparable.

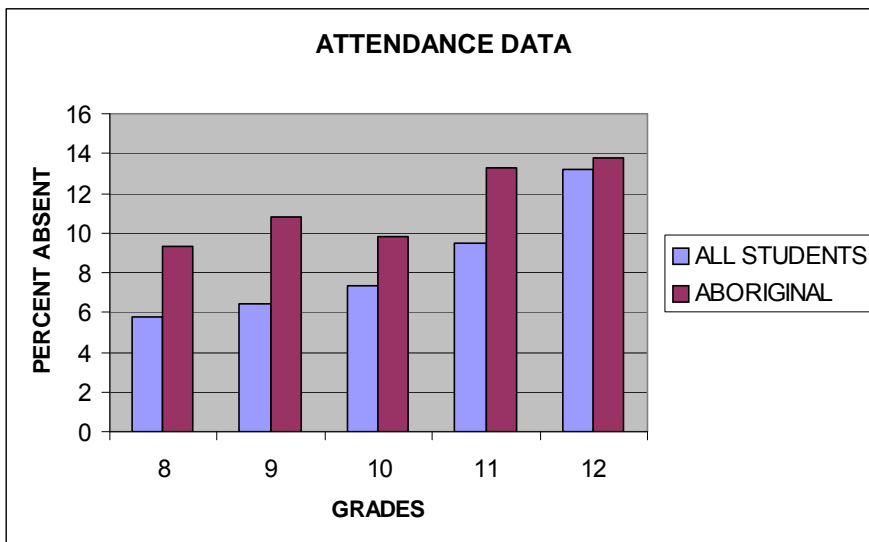
Aboriginal Student Attendance

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---------------------|-----|-----|-----|-----|-----|-----|-----|-----|
| ALL STUDENTS | 3.5 | 5.9 | 5.5 | 5.2 | 4.9 | 5.4 | 5.8 | 5.3 |
| ABORIGINAL | 4.3 | 7.3 | 6.9 | 6.6 | 4.8 | 5.8 | 6.9 | 7.2 |



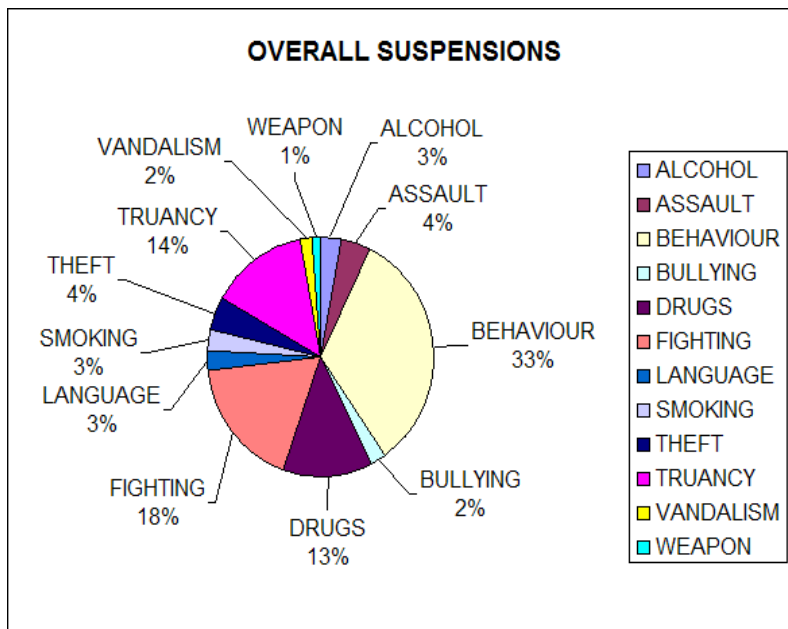
- In the primary grades, absenteeism was slightly higher for Aboriginal students.
- In grade four and grade five, absenteeism was comparable between Aboriginal and non-Aboriginal students.
- In grade six and grade seven, the gap in absenteeism became slightly more significant.

| | 8 | 9 | 10 | 11 | 12 |
|---------------------|-----|------|-----|------|------|
| ALL STUDENTS | 5.8 | 6.4 | 7.3 | 9.5 | 13.2 |
| ABORIGINAL | 9.3 | 10.8 | 9.8 | 13.3 | 13.8 |

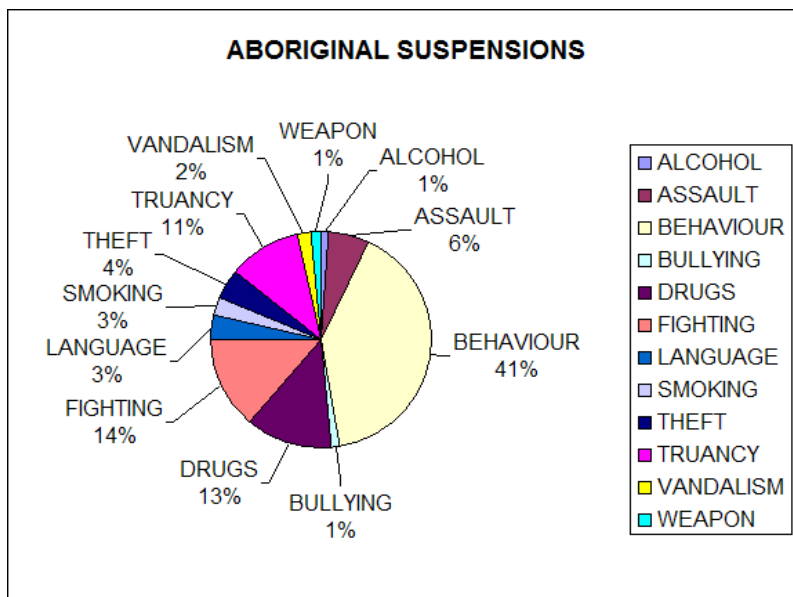


- Absenteeism became increasingly more frequent for Aboriginal students at the middle and secondary levels.
- The absenteeism gap became particularly worrisome in grade eleven and grade twelve as Aboriginal students were absent almost 14% of the time.

DISCIPLINE DATA – DEFINITE SUSPENSIONS



- 1608 definite suspensions were recorded for the non-Aboriginal student population of 21,227.
- Definite suspensions for the non-Aboriginal student population = 6.6%.



- 205 definite suspensions were recorded for the Aboriginal student population of 1320.
- Definite suspensions for the Aboriginal student population = 15.5%.

Definite Suspension - up to and including ten school days

- Definite suspensions are the responsibility of the school-based administrator.

Indefinite Suspension - in excess of ten school days

- Indefinite suspensions must be referred to the Board's District Suspension Review Committee.

CONCLUSION: OUR FUTURE VISION

As is evidenced in this report, Aboriginal student graduation rates in School District No. 23 have drastically improved over the last few years; however, the disparity between Aboriginal and non-Aboriginal student achievement remains significant. And, for that reason, performance goals need to be established annually to “close the gap” between Aboriginal and non-Aboriginal student achievement.



The District, in partnership with the Aboriginal Education Committee, will analyze the accumulated data to determine how best to meet the holistic needs of the 1300 Aboriginal students in the District. Feedback will continue to be sought from the Aboriginal community in developing future goals. The District and the Aboriginal Education Committee are committed to developing an **Enhancement Agreement** for the 2004/2005 school year in order to establish reasonable and attainable performance goals that foster parity with non-Aboriginal students.

To address specific performance and delivery expectations, the Enhancement Agreement will:

1. represent a unified body whose authority to speak about the Aboriginal community is accepted by the Aboriginal community;
2. ensure that shared decision making be an established dialogic process;
3. support equal participation in the Enhancement Agreement;
4. consult and collaborate to enable vision and goal setting in all areas of education;
5. track key student performance indicators at all levels (pre-school, K-12);
6. commit to regular reporting of results with integrity to include an evaluation and reporting process on the outcomes of the Enhancement Agreement;
7. ensure that the Aboriginal Education Program include a focus on continuous improvement in the academic performance of its students;
8. hold Aboriginal cultural knowledge as relevant in all aspects of learning, and include resources, strategies, and assessments to ensure its relevance;
9. increase knowledge and respect for Aboriginal culture, language, and history to enable a greater understanding for all those involved.

For more information, please contact:

Aboriginal Education Committee
c/o School District No. 23
1940 Haynes Road
Kelowna, B.C. V1X5X7
(250) 470-3210

Please note: The following appendixes provide further information regarding the Aboriginal Education Program including the 2002/2003 budget statement, Advocate assignments, First Nations Certified Education Assistants (FNCEA) school assignments, professional development and in-service provided to staff, and the Ministry of Education Overview of Aboriginal Education Results for School District No. 23.

APPENDIX

appendix a

School District 23 - 2002/2003 Aboriginal Funding and Budget

School District # 23 (Central Okanagan)

2002-03 Aboriginal Funding and Budget

| Funding | 2002-03 Final FTE | Per Student Funding | 2002-03 Budget | 2002-03 Actual |
|--|-------------------------|------------------------|-------------------|-------------------|
| Total FTE | 1,320.00 | 950.00 | 1,254,000 | |
| ¹ Surplus Carryforward | | | 99,266 | |
| Total Targeted Funding | | | 1,353,266 | 1,353,266 |
| Budget | | | | |
| Allocation to Schools | | | | |
| School Allocations | | | 102,117 | 69,557 |
| Total Allocation to Schools | 0.00 | | 102,117 | 69,557 |
| District Allocation | FTE | | | |
| Teacher Salary | 1.00 | 59,246 | 59,246 | 61,706 |
| ² Advocates Salaries | 14.40 | 31,624 | 455,381 | 422,944 |
| ³ Cultural Facilitator Salary | 0.90 | 31,623 | 28,461 | 38,458 |
| ⁴ Cultural Facilitator Assistant Salary | 0.44 | 31,291 | 13,768 | 13,916 |
| CEA Salaries | 12.03 | 31,624 | 380,422 | 366,226 |
| Staff Benefits | | | 221,782 | 212,130 |
| Professional Development-Support Staff | | | 3,000 | 2,805 |
| Mileage | | | 13,000 | 13,390 |
| Cultural Supplies | | | 30,000 | 23,530 |
| General Teaching Supplies | | | 26,500 | 26,005 |
| ⁵ Westbank Language Camp | | | 7,000 | 7,900 |
| ⁶ General District Level Allocation | | | 9,589 | 14,274 |
| Telephone/Admin | | | 3,000 | 2,884 |
| Subtotal District Spending | | | 1,251,149 | 1,206,168 |
| Total Expenses | | | 1,353,266 | 1,275,725 |
| | | Balance Remaining | 0 | 77,541 |

BUDGET NOTES:

1. *Surplus Carryforward: Previous years' surpluses were allocated to schools on a per First Nations student basis to provide for additional education support. Unspent amounts from 2001/2002 remained in the school accounts to be used in 2002/2003.*
2. *Advocate Salary and Benefits: The program now provides for 15.0 Advocates. The .6 not budgeted reflects a delay in fully staffing for 2002/2003.*
3. *Cultural Facilitator Salary and Benefits: This reflects the delayed start for the Cultural Facilitator following a late resignation.*
4. *Cultural Facilitator Assistant: This .6 position was not filled until late Fall 2002.*
5. *The Westbank Language Camp is conducted for one week in the summer by Westbank First Nation.*
6. *The District Account is accessed by various groups for specific projects or endeavors in support of Aboriginal students through the School District 23 Director of Instruction.*

appendix b:

First Nations Student Advocate – School Assignments 2002/2003

| | | |
|---|--|---|
| <p>Audrey Barr: Rutland Senior Secondary</p> | <p>Sharon Bond Mount Boucherie Secondary</p> | <p>Pat Gregoire Pearson Road Elementary Peter Greer Elementary Ellison Elementary South Rutland Elementary Black Mountain Elementary</p> |
| <p>Richard Gauthier Kelowna Senior Secondary Okanagan Mission Secondary</p> | <p>Reneé Hetú Glenrosa Elementary Peachland Elementary Helen Gorman Elementary Central Programs & Services</p> | <p>Wayne Jack George Elliot Secondary Davidson Road Elementary Oyama Elementary</p> |
| <p>Stephanie Kenequonash Chief Tomat Elementary Lakeview Elementary Hudson Road Elementary Shannon Lake Elementary Rose Valley Elementary</p> | <p>Simone Medland Rutland Senior Secondary Dr. Knox Middle</p> | <p>Lindy Stubbs Springvalley Middle Belgo Elementary</p> |
| <p>Brenda Vandal Rutland Middle Rutland Elementary</p> | <p>Hannah Vedan Bankhead Elementary A.S. Matheson Elementary Glenmore Elementary North Glenmore Elementary Watson Road Elementary Casorso Elementary</p> | <p>Sandra Whattam K.L.O. Middle Mount Boucherie Secondary</p> |
| <p>Nicole Werstuik Shannondee Rigby (<i>relief</i>) Glenrosa Middle Westbank Elementary</p> | <p>Leanne Willard Constable Neil Bruce Middle Westside Jr. Storefront</p> | <p>Todd Wilson Quigley Elementary Springvalley Elementary Raymer Elementary South Kelowna Elementary Anne McClymont Elementary Dorothea Walker Elementary</p> |

appendix c

Certified Education Assistant (CEA) Support

| Elementary Schools | FN Students | FN Students w/ CEA Support |
|---------------------------|--------------------|-----------------------------------|
| A.S. Matheson | 37 | 29 |
| Anne McClymont | 4 | 4 |
| Bankhead | 35 | 21 |
| Belgo | 26 | 25 |
| Black Mountain | 17 | 14 |
| Casorso | 17 | 12 |
| Chief Tomat | 60 | 24 |
| Davidson Road | 24 | 16 |
| Dorothea Walker | 11 | 8 |
| Ellison | 14 | 9 |
| Glenmore | 21 | 14 |
| Glenrosa | 27 | 18 |
| Helen Gorman | 19 | 9 |
| Hudson Road | 36 | 18 |
| Lakeview | 19 | 6 |
| North Glenmore | 14 | 12 |
| Oyama | 8 | 3 |
| Peachland | 12 | 7 |
| Pearson | 29 | 21 |
| Peter Greer | 28 | 22 |
| Quigley | 30 | 22 |
| Raymer | 25 | 13 |
| Rose Valley | 6 | 2 |
| Rutland | 20 | 13 |
| Shannon Lake | 20 | 2 |
| South Kelowna | 8 | 7 |
| South Rutland | 26 | 16 |
| Springvalley | 45 | 28 |
| Watson Road | 8 | 8 |
| Westbank | 55 | 38 |
| Total Elementary | 701 | 441 |
| Middle Schools | FN Students | FN Students w/ CEA Support |
| C.N.B. | 50 | 34 |
| Dr. Knox | 48 | 23 |
| Glenrosa Middle | 57 | 24 |
| K.L.O. | 29 | 18 |
| R.M.S. | 41 | 37 |
| S.M.S. | 48 | 35 |
| Total Middle | 273 | 171 |
| Secondary Schools | FN Students | FN Students w/ CEA Support |
| George Elliot | 63 | 10 |
| K.S.S. | 71 | |
| M.B.S.S. | 92 | |
| O.K.M. | 5 | |
| R.S.S. | 94 | |
| Central School | 25 | |
| Storefront School | 30 | |
| Total Secondary | 380 | 10 |
| Total All Schools | 1354 | 622 |

appendix d

Professional Development and In-Service

During the 2002/2003 school year, the Aboriginal Program provided opportunities for increased knowledge and understanding of the culture and history of Aboriginal people to:

- current teachers in School District No. 23 through school-based and District-wide Professional Development activities
- school staffs through staff meetings and other administration directed gatherings
- CEA's through workshops and seminars
- student teachers through presentations to university classes.

Professional development in-service was also provided for staff within the program to continue their skill development through workshops, attendance at conferences and regular staff meetings and case conferencing.

Professional Development and In-service Provided by the Coordinating Teacher

| Date | Participants | # Attending | Activity/Topics | Duration |
|-------------------|---|-------------|--|----------------|
| Nov. 12 | First Nations CEAs and Advocates | 40 | Cultural awareness, role clarification, idea exchange | Full day |
| Dec. 2 | OUC final year education students | 50 | Considerations re: Teaching First Nations students | One hour (x 2) |
| March 13 | Glenrosa Middle PAC | 10 | The SD 23 Aboriginal Program: "The Purpose, the Reason, the Practice" | 2 hours |
| March 31 | First Nations Studies 12 | 5 | Curriculum and resources available to support their classes | Full day |
| Feb. 3 – March 28 | Human Service Worker practicum students | 1 | Supervision and evaluation of OUC student. | Full time |
| April 12 | U Vic intern teachers | 35 | Aboriginal Awareness seminar | Half day |
| June 16 | First Nations Studies 12 teachers | 4 | Planning for new year: field trips and resources to support curriculum | Half day |

2002/2003 Professional Development Provided to Staff from Other Sources

| Date | Professional Development |
|-------------|---|
| Oct. 17/18 | Two Advocates attended Dr. Gordon Neufeld seminar on "Stuck Children". |
| Nov. 22 | One Advocate attended a workshop on Assessing Suicide Behaviors. |
| Jan. 24/25 | Five Advocates attended an Aboriginal Education Conference in Vancouver. |
| April 4 | One Advocate attended a Suicide Behavior Awareness seminar. |
| April 28/29 | Coordinating teacher attended "Healers and Leaders" conference in Victoria. |

DISTRICT 23 PROFILE – ABORIGINAL EDUCATION

Percentage of Students in BC Public Schools Who Identify Themselves as Aboriginal

| | 96-97 | 97-98 | 98-99 | 99-00 | 00-01 | 01-02 | 02-03 |
|-------------|-------|-------|-------|-------|-------|-------|-------|
| District 23 | 3.6% | 4.0% | 4.5% | 4.9% | 5.4% | 5.7% | 6.2% |
| Province | 6.1% | 6.4% | 6.8% | 7.2% | 7.5% | 7.9% | 8.2% |

Total Number of Students Who Identify Themselves as Aboriginal

| | 96-97 | 97-98 | 98-99 | 99-00 | 00-01 | 01-02 | 02-03 |
|--------------------|-------|-------|-------|-------|-------|-------|-------|
| Public On-Reserve | 9 | 1 | 46 | 56 | 49 | 99 | 97 |
| Public Off-Reserve | 794 | 899 | 987 | 1072 | 1187 | 1207 | 1293 |

Secondary School Progress – Students Entering Grade 8 in 1996

| | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Dogwood |
|----------------|---------|---------|----------|----------|----------|---------|
| Aboriginal | 100.0% | 96.9% | 94.6% | 85.2% | 64.2% | 52.0% |
| Non-Aboriginal | 100.0% | 100.2% | 100.4% | 96.7% | 86.9% | 76.1% |

Secondary School Progress by Gender – Students Entering Grade 8 in 1996

| | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Dogwood |
|------------------------|---------|---------|----------|----------|----------|---------|
| Aboriginal Males | 100% | 95% | 91% | 79% | 57% | 42% |
| Aboriginal Females | 100% | 99% | 99% | 93% | 74% | 65% |
| Non-Aboriginal Males | 100% | 100% | 101% | 96% | 84% | 71% |
| Non-Aboriginal Females | 100% | 100% | 100% | 97% | 90% | 82% |

Percentage of First-Time Grade 8 Students Not Progressing to a Higher Grade Within B.C.

| | '96 into '97 | '97 into '98 | '98 into '99 | '99 into '00 | '00 into '01 | '01 into '02 |
|----------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Aboriginal | 21.1% | 23.1% | 11.7% | 7.6% | 16.3% | 6.7% |
| Non-Aboriginal | 3.5% | 5.0% | 4.2% | 4.8% | 5.2% | 3.9% |

Percentage of Students in each of the 1991 through 1996 Grade 8 Cohorts Completing School Within Six Years (Six-Year Dogwood Completion Rate)

| | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 |
|----------------|-------|-------|-------|-------|-------|-------|
| Aboriginal | 48.4% | 29.5% | 35.5% | 34.1% | 35.8% | 52.0% |
| Non-Aboriginal | 68.9% | 69.9% | 73.2% | 76.1% | 76.9% | 76.1% |

Grade 4 Students – Meeting or Exceeding Expectations for 2000, 2001, 2002 and 2003 Foundation Skills Assessment

| | Reading | Writing | Numeracy |
|-----------------------|---------|---------|----------|
| Non-Aboriginal – 2000 | 81.5% | ---- | 79.9% |
| Aboriginal – 2000 | 65.4% | ---- | 71.6% |
| Non-Aboriginal – 2001 | 84.7% | 93.1% | 87.7% |
| Aboriginal – 2001 | 70.7% | 76.0% | 78.7% |
| Non-Aboriginal – 2002 | 85.6% | 95.0% | 89.9% |
| Aboriginal – 2002 | 67.9% | 90.2% | 76.6% |
| Non-Aboriginal – 2003 | 75.8% | 94.9% | 87.2% |
| Aboriginal – 2003 | 63.8% | 93.3% | 68.8% |

Grade 7 Students – Meeting or Exceeding Expectations for 2000, 2001, 2002 and 2003 Foundation Skills Assessment

| | Reading | Writing | Numeracy |
|-----------------------|---------|---------|----------|
| Non-Aboriginal – 2000 | 83.3% | ---- | 78.9% |
| Aboriginal – 2000 | 63.9% | ---- | 57.1% |
| Non-Aboriginal – 2001 | 77.7% | 82.7% | 79.7% |
| Aboriginal – 2001 | 60.5% | 75.0% | 66.2% |
| Non-Aboriginal – 2002 | 77.4% | 83.3% | 81.5% |
| Aboriginal – 2002 | 55.0% | 74.7% | 69.2% |
| Non-Aboriginal – 2003 | 77.6% | 80.4% | 83.8% |
| Aboriginal – 2003 | 69.2% | 64.9% | 72.2% |

**Grade 10 Students – Meeting or Exceeding Expectations for 2000, 2001, 2002 and 2003
Foundation Skills Assessment**

| | Reading | Writing | Numeracy |
|-----------------------|---------|---------|----------|
| Non-Aboriginal – 2000 | 80.5% | ---- | 73.6% |
| Aboriginal – 2000 | 66.0% | ---- | 46.8% |
| Non-Aboriginal – 2001 | 76.3% | 87.6% | 75.8% |
| Aboriginal – 2001 | 60.4% | 78.9% | 70.7% |
| Non-Aboriginal – 2002 | 73.1% | 86.5% | 72.1% |
| Aboriginal – 2002 | 52.9% | 75.6% | 44.2% |
| Non-Aboriginal – 2003 | 74.2% | 85.0% | 77.7% |
| Aboriginal – 2003 | 63.0% | 75.5% | 63.5% |

Percentage of Grade 12 Students Who Wrote and Passed the English 12 Provincial Exam

| | 94-95 | 95-96 | 96-97 | 97-98 | 98-99 | 99-00 | 00-01 | 01-02 |
|----------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Aboriginal | 38.2% | 51.5% | 37.5% | 31.3% | 29.6% | 29.0% | 24.0% | 23.5% |
| Non-Aboriginal | 60.9% | 62.8% | 63.8% | 62.3% | 60.8% | 65.4% | 60.8% | 59.2% |

Percentage of Grade 12 Students Who Wrote and Passed the Mathematics 12 Provincial Exam

| | 94-95 | 95-96 | 96-97 | 97-98 | 98-99 | 99-00 | 00-01 | 01-02 |
|----------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Aboriginal | 5.9% | 8.9% | 6.3% | 2.1% | 11.1% | 8.1% | 2.7% | 4.7% |
| Non-Aboriginal | 22.3% | 20.4% | 20.2% | 20.3% | 19.5% | 22.4% | 18.5% | 14.6% |

Percentage of Grade 12 Students Who Wrote and Passed the Communications 12 Provincial Exam

| | 94-95 | 95-96 | 96-97 | 97-98 | 98-99 | 99-00 | 00-01 | 01-02 |
|----------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Aboriginal | 14.7% | 11.1% | 4.2% | 14.6% | 7.4% | 21.0% | 16.0% | 11.8% |
| Non-Aboriginal | 6.1% | 6.3% | 5.7% | 7.4% | 8.0% | 9.1% | 8.7% | 8.6% |

Percentage of Students Enrolled in Special Education Categories, 2002-2003

| | Sensory | Learning | Behaviour | Gifted |
|----------------|---------|----------|-----------|--------|
| Aboriginal | 0.7% | 4.5% | 7.0% | 0.7% |
| Non-Aboriginal | 0.3% | 2.0% | 2.6% | 3.0% |

Percentage of Students Placed in a Special Education – any Behaviour Category – 2002-2003

| | K-3 | 4-7 | 8-10 | 11-12 | Secd. Ungr. |
|----------------|------|------|-------|-------|-------------|
| Aboriginal | 2.0% | 5.9% | 12.8% | 9.2% | 0.0% |
| Non-Aboriginal | 0.9% | 1.6% | 4.2% | 4.4% | 0.0% |

Percentage of Students Placed in Special Education – Severe Behaviour Category

| | 97-98 | 98-99 | 99-00 | 00-01 | 01-02 | 02-03 |
|----------------|-------|-------|-------|-------|-------|-------|
| Aboriginal | 2.3% | 3.2% | 2.6% | 4.0% | 3.2% | 2.9% |
| Non-Aboriginal | 0.5% | 0.7% | 0.8% | 1.0% | 0.9% | 0.8% |

Number of Aboriginal Graduates (Dogwood Certificate)

| | 92-93 | 93-94 | 94-95 | 95-96 | 96-97 | 97-98 | 98-99 | 99-00 | 00-01 | 01-02 |
|------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Aboriginal | 12 | 6 | 16 | 29 | 22 | 27 | 16 | 40 | 32 | 40 |

Mean GPA of Graduates (Students Receiving a Dogwood Certificate)

| | 92-93 | 93-94 | 94-95 | 95-96 | 96-97 | 97-98 | 98-99 | 99-00 | 00-01 | 01-02 |
|----------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Aboriginal | 2.556 | 2.410 | 2.871 | 2.722 | 2.527 | 2.657 | 2.760 | 2.742 | 2.607 | 2.894 |
| Non-Aboriginal | 2.807 | 2.868 | 2.887 | 2.911 | 2.984 | 2.964 | 2.947 | 2.993 | 2.989 | 2.971 |