



School District No. 23 (Central Okanagan)

# ABORIGINAL EDUCATION PROGRAM

## Fourth Annual Report

January 2006 – December 2006



*Students celebrating the signing of the Enhancement Agreement  
December 11, 2006*

Prepared by: Terry-Lee Beaudry, Director of Instruction  
Karen Chase, District Cultural Facilitator  
Alice Gro, Aboriginal Education Program Coordinator

Edited by: Terry-Lee Beaudry, Ann Bell, Karen Chase, Alice Gro

Approved by: Aboriginal Education Committee



Westbank  
First  
Nation



Ki-Low-Na  
Friendship  
Society



Lake Country  
Native  
Association



Okanagan  
Indian  
Band



Okanagan Métis  
Children & Family  
Services



Okanagan  
Nation  
Alliance



School District  
No. 23  
(Central Okanagan)





## TABLE OF CONTENTS

Introduction	5
Aboriginal Education Committee	6
Aboriginal Education Program Goals (2006)	6
Aboriginal Student Performance Information	13
<i>Report Card Data</i>	
<i>Foundation Skills Assessment (FSA) Results</i>	
<i>Aboriginal Student Graduation Results</i>	
<i>Attendance Data</i>	
<i>Discipline Data</i>	
Enhancement Agreement	19
Appendices	22
A <i>Terms of Reference</i>	22
B <i>2005-2006 and 2006-2007 Aboriginal Education Program Budget</i>	23
C <i>Memorandum of Agreement</i>	25



*Working Together for Aboriginal Students of All Nations*

*(Advocates, Cultural Presenters, Aboriginal Education Program  
Coordinator, and Cultural Facilitator Assistant)*

## Voices from the Aboriginal students



### *Why is education important to me?*

*"I want to get a good job." Karina*

*"So I'm smart." Alyssa*

*"You learn important things that you need to know so you can make decisions that affect the rest of your life." Chantelle*

*"You can make better choices when you are older." Danielle*

*"I believe that I have the right to learn and the obligation because my forefathers may not have had the same opportunities." Chauni*

*"If you want to be something in life, you have to have an education." Saydie*

*"It can give you a world of opportunity to do different things and to have more knowledge of the things around you." Kirsten*

*"I can learn more and it will help me to be a vet." Rachel*

*"So I can have a good future." Devon*

*"I want to know what people are talking about most of the time." Karina*

*"It arms me with knowledge to help me in life." Kyle*

*"So civilization can work." Janessa*

*"I'll be smarter than my parents." Tori*

## INTRODUCTION

We acknowledge that School District No. 23 (*Central Okanagan*) operates within the traditional territory of the Okanagan Nation. As a School District, 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. (*Appendix B*)

As evidenced in this report, Aboriginal student achievement has significantly improved over the last several years. In 1994, less than 25% of Aboriginal students in this district graduated. In 2006, 53% 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 target. It is hoped that by 2011, more than 75% of the Aboriginal students in the district will graduate.

*"Ensuring the academic success of our Aboriginal students is a trust held by all members of School District No. 23. In addition, we have the responsibility to model respect and understanding of Aboriginal culture. It is only through this combination of actions that we can fulfill our duty to provide for the physical, emotional, and educational future of Aboriginal students."*

(Mike Roberts, Superintendent of Schools, School District No. 23)

## 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. The AEC follows the Terms of Reference. (*Appendix A*)

During the 2005-2006 school year, Loretta Swite, Council member from Westbank First Nation, Denise Clough, Education Director from Westbank First Nation or Pauline Terbasket, Executive Director of Okanagan Nation Alliance, chaired the meetings. The 2005-2006 Aboriginal Education Committee was comprised of the following members:

### ABORIGINAL EDUCATION COMMITTEE MEMBERSHIP

Westbank First Nation	Denise Clough, Loretta Swite (Chairpersons)
Okanagan Indian Band	Peggy Joe
Okanagan Nation Alliance	Pauline Terbasket
Ki-Low-Na Friendship Society	Coreen Jenner, Edna Terbasket
Okanagan Métis Children and Family Services	Kelly Kubik
Lake Country Native Association	Ann Bell
Aboriginal Parents	Sherry Landry-Braun, Tic Williams
School District No. 23	Moyra Baxter ( <i>Chairperson, Board of School Trustees</i> ) Terry-Lee Beaudry ( <i>Director of Instruction K-12</i> )

### TOTAL NUMBER OF STUDENTS IDENTIFYING THEMSELVES AS ABORIGINAL

The District's 1818 Aboriginal students represent over 61 Bands and Nations from across Canada including status, non-status, Inuit, and Métis. Approximately 40 students, or 2.3% of all Aboriginal students, are from Okanagan Nation. Approximately 100 students, or 5.8% of all Aboriginal students, live on reserve.



### ABORIGINAL EDUCATION PROGRAM GOALS

This section of the Annual Report is organized to reflect the initiatives taken to address the following goals of the Aboriginal Education Program in 2006.

1. Aboriginal student success in literacy and numeracy will improve at all grade levels;
2. Aboriginal student graduation rates will rise;
3. Aboriginal students will experience support and advocacy in the school system; and,
4. All School District #23 learners will have an opportunity to gain a greater awareness of Aboriginal culture and history.

## **GOAL #1: ABORIGINAL STUDENT SUCCESS IN LITERACY AND NUMERACY WILL IMPROVE AT ALL GRADE LEVELS**

In addition to the special programs available to all students, such as “SuccessMaker”, “One-to-One Reading”, and “Read Naturally”, Aboriginal students were provided additional academic support when needed.

### **Certified Education Assistants**

During the 2005-2006 school year, 465 Aboriginal elementary students and 257 Aboriginal middle school students received academic support from certified education assistants (CEAs). Working under the direction of the school-based Learning Assistance teacher, the CEAs provided individual and small group instruction as well as support in completing classroom assignments. In many schools, the CEA also assisted with before school, lunch hour or after school Homework Clubs.

### **Secondary School Tutoring Program**

In each of the Secondary and Senior Secondary Schools, certified teachers were assigned to provide individual tutoring in all subject areas throughout the school day. As a result, students reported that they were better prepared for tests, opted for more difficult courses, and completed more assignments with this assistance.

## **GOAL #2: ABORIGINAL STUDENT GRADUATION RATES WILL RISE**

To help students understand the value of attaining graduation, a number of initiatives were undertaken in 2006.

### **Blueprints for the Future Career Fair**



were in attendance at this event.

In February 2006, 35 grade 10 students traveled by chartered bus to Vancouver to attend the “Blueprints for the Future” Career Fair presented by the National Aboriginal Achievement Foundation. This province-wide event featured dozens of career workshops led by successful Aboriginal role models. The exhibition hall was filled with displays of businesses and organizations where the students could interact individually with Aboriginal representatives. Several thousand Aboriginal students

### **Aboriginal Career Fair**

Approximately 100 students in grades 9 to 12 attended the Annual Aboriginal Career Fair held at UBC-O on May 04, 2006. The students were able to get first hand information from the many Aboriginal presenters and representatives of many post-secondary institutions. Two high-end computer systems were won by School District No. 23 students that day for their personal use!



## Aboriginal Graduation Celebration 2006



The ninety-five graduates of 2006 were honored at UBC O on May 18, 2006. This annual event for students, their families and friends included a dinner and special addresses by community members. Starleigh Grass, a former graduate, was the keynote speaker and the Derickson family offered drum songs.

Representatives from Westbank First Nation, Okanagan Indian Band, Ki-Low-Na Friendship Society, Okanagan Métis Children and Families Society, Okanagan Nation Alliance, and Lake Country Native Association all offered their congratulations to the graduates.



### **GOAL #3: ABORIGINAL STUDENTS WILL EXPERIENCE SUPPORT AND ADVOCACY IN THE SCHOOL SYSTEM**

Aboriginal student advocates provided support and encouragement to students with Aboriginal ancestry. In the middle and senior grades, this began a week before school opened when the advocates were in the schools checking student schedules, contacting students and their parents, and meeting with teachers. Throughout the year, they maintained contact with students to support them in overcoming challenges and to encourage their personal excellence. Advocates also provided cultural connections for their students within the school, in district-wide activities, and by attending events outside the district.

### **Grade 9 Gathering**

Two chartered buses took 74 of our grade 9 students to Salmon Arm on February 24, 2006 to participate in a Regional Youth Conference. This conference was planned by the Aboriginal youth of the Salmon Arm School District and featured “Beric Starlight”, a well-known comedian, and “War Party”, an Aboriginal rap group with a positive message.

### **David Bouchard**

Two sessions with David Bouchard, a noted Métis children’s author, were offered to intermediate students on March 6, 2006. Mr. Bouchard entranced the students with stories of his own youth and by reading excerpts from several of his books. Mr. Bouchard encouraged students to be proud of their heritage and to discover their own talents.

### **National Aboriginal Day**

June 21<sup>st</sup> is the day Canada celebrates National Aboriginal Day. Sixty of our intermediate students were invited by Ki-Low-Na Friendship Society to participate in their celebration. The society staff provided a wide variety of cultural activities for the students, families, and community members.



## National Addictions Awareness Event

Middle school students attended a special event at Sensisysten School on November 24, 2006 in recognition of National Addictions Awareness Week. This event, coordinated by Westbank First Nation's Drug and Alcohol Counsellor, included a presentation called "Path of the Wise Warrior", which focused on making good choices. The students were also intrigued by a Power Point presentation on "Crystal Meth". The day ended with a high energy performance by Stutterfly, an internationally successful local band which promotes healthy living and provides credible role modeling for our youth.

## **GOAL #4: ALL SCHOOL DISTRICT No. 23 LEARNERS WILL HAVE AN OPPORTUNITY TO GAIN A GREATER AWARENESS OF ABORIGINAL CULTURE AND HISTORY.**

The Aboriginal Cultural Program provides presenters and assistance to teachers and students in all subject areas in order to include Aboriginal perspectives in their learnings.

### **Program Participation – District Wide**

The Program addresses the requirements for cross-cultural inclusion by employing over 30 Aboriginal culture resource people to provide multi-cultural presentations representing various Aboriginal nations. In 2006, there were 240 cross-cultural classroom presentations (K-12) plus 50 museum presentations targeting grade four students. The Culture Program also coordinated 15 First Nation 12 class presentations, and 22 Okanagan Language class presentations. Additionally, the program offered 4 Awareness Days for the whole school (*i.e. 3 days at Springvalley Elementary and 2 Family Fun Nights at Chief Tomat Elementary and Constable Neil Bruce Middle*).

The Cultural Education Program provides culturally accurate materials which are grade appropriate. Our cultural resource people provide workshops on various topics from Pine Needle Baskets to grade 12 Aboriginal Law and represent various Nations such as Okanagan, Cree, Haida, and Shuswap.



### **Indicator of Success**

There was an increased number of requests for the Cultural Program to the point that cultural programs were completely booked by the end of October 2006 compared to March of the previous year.

The following are a few highlights from another amazing year:

### **First Nations 12 Classes**

In 2006, there were 5 First Nations 12 (FN 12) classes within School District No. 23 comprised of Aboriginal and non-Aboriginal students. The Culture Program assisted the FN 12 teachers with presenters, research, resources, panels, and field trips for the 120 students enrolled. Cultural presentations were provided to Leana Marton's classes at Kelowna Secondary, Bryce Stewart's classes at Mount Boucherie Secondary, and Tim Lingor's class at Rutland Secondary.

The Aboriginal Cultural Education Program (ACEP) hosted informational meetings for the FN 12 teachers to assist them with their lesson planning. The presentations included ethnobotany field trips, witnessing the salmon release in Penticton, visiting the N'Kmp Cultural Centre, and touring the Kelowna Art Gallery. The cultural facilitator sat on the panel for the final oral exam at Kelowna Secondary.

### **Okanagan Language Class**

The Culture Program supplemented the Okanagan Language class with 22 presentations. The teacher sponsors were Jeff Fender and Emily Gibbon. Okanagan Language teachers, Amanda Barnes and Wilfred Barnes, provided instruction to the 18 students. Examples of presentations included:

- Kelowna Art Gallery field trip – Haida carver
- Soapstone carving – 3 sessions
- 16 cultural art activity presentations
- N'Kmp cultural field trip
- Parent Night – with Nakulamen performers

### **Museum Presenters to 1379 students**

The Kelowna Museum's Educational Program has had a long standing relationship with the Cultural Program of School District No. 23. The school district's Cultural Education Program provided resource people to present to classes for the spring and winter programs.

### **Ceremonies – Openings and Closings**

Various programs requested the Cultural Program to facilitate opening and closing ceremonies and to provide recognition of the traditional territories of the Okanagan. Elders were called on to say opening remarks and prayers at the following ceremonies:

- Aboriginal Graduation
- Scope (*Students Creating Opportunities Promoting Equality*)
- Enhancement Agreement Signing
- Provincial BC Parent Advisory Council Conference
- United Nations Workshop
- John Kim Bell at Sensisyusten House of Learning

### **New Initiatives and Presentations**

Each year, new cultural activities are created to update classroom presentations. Requests are also made for new ways to bring cultural inclusion into the schools. The following represent a few of the initiatives that were very successful for the year:

- CNB Logo Artwork – Will Swite
- Enhancement Agreement Logo Artwork – Will Swite
- Circle of Life canvases
- Kelowna Art Gallery educational bundles
- Okanagan presenters' meeting
- Aboriginal panel (*law, history, residential school*) for Law 12 and First Nation 12 classes.

## Resource Research

As support to the teachers and staff, the Cultural Program researches and provides resources throughout the district to the following:

- District teachers
- Advocates
- Okanagan Language teachers
- First Nation 12 classes

## Graduating Class Cultural Gathering

On April 20, 2006 the graduating class of 2006 met at the Lindley Family property for a day of cultural teaching organized by the cultural facilitator. They received teachings of the circle and the drum from members of the Okanagan Nation. They were then guided to make their own drum and drum stick followed by a hearty bannock taco lunch.

## Grade 11 Gathering:

On May 25, 2006, 62 grade 11 students met at Sensisyusten on Westbank First Nation land to take part in a variety of cultural activities provided by the School District No. 23 Aboriginal Cultural Program. Special guests included Dallas Arcand, World-Champion Hoop Dancer, Dennis Weber, Métis artist, and Chad Paul from the Westbank First Nation who did the ceremonial opening. Cultural art activities included tipi teachings and beading.



## Grade 8 Gathering:

Ninety-four grade 8 students gathered on the shores of Lake Okanagan on May 26, 2006 to celebrate their culture through art, games, and the performance of Dallas Arcand, World-Champion Hoop Dancer. Another special guest that day was Jeff Stearns, a local animator who created a prize-winning film, "What Are You Anyways", which explores the enigma of being from two cultures.

## Elementary Year-end Gathering



Central school was the site of our first ever Elementary Gathering on June 14, 2006 for 190 students. Intermediate students from across the district met in the gym for a day of cultural art activities, story telling and traditional dancing organized by the Culture Department. Tipis were set up outside. Representatives from the Métis Society, Haida Nation, Sensisyusten School, and the Ki-Low-Na Friendship Society were invited to gather and participate. Students enjoyed the performance from a variety of dancers, hosted by the drum groups from the Ki-Low-Na Friendship Society and Mountain House. Kelowna Secondary First Nation 12 students assisted with the day and earned course credit for their participation.

## **Siya:**

Siya is the year-end celebration planned by Sensisyusten House of Learning. Once again, we were invited to bring Westside students to this event. Approximately 60 students attended on June 2, 2006 with their advocates and enjoyed watching the exhibition dancing and participating in the Inter-tribal dancing. First Nation 12 students helped with the events of the day by assisting the Elders, setting up and taking down the tipi, directing the parking and helping with the art activity. The Culture Program provided supplies for the art activity and the Okanagan story-teller.

## **Graduation Retreat**

In November 2006, a two day retreat was held for the 50 grade 12 students at Silver Lake Forestry Camp. The students were able to immerse themselves in the cultural teachings of Vern Tronson, Buffy Lynch and Leonard Raphael. After receiving the teachings of the drum, they were each able to make their own, along with a drum stick. Other art and outdoor activities and shared chores gave these students an opportunity to become better connected with other School District No. 23 Aboriginal graduates.

## **Three Winter Gatherings**

Our first ever Primary Gatherings were held in December 2006. Based on the tradition of the Winter Gathering, these events included art activities, the teachings of the circle, traditional dance, and story-telling. Three gatherings were held for a total of 210 students in grades 1 to 3.



## 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.

### YEAREND REPORT CARD DATA

#### TOTAL HEADCOUNT AND PERCENTAGE OF STUDENTS MEETING OR EXCEEDING EXPECTATIONS

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

Grade		Language Arts		Math	
		Headcount	%	Headcount	%
KG	ALL STUDENTS	1281	88.00	1280	90.24
KG	ABORIGINAL	99	85.61	99	84.74
01	ALL STUDENTS	1390	88.26	1390	93.75
01	ABORIGINAL	112	84.29	112	92.02
02	ALL STUDENTS	1350	88.04	1350	93.06
02	ABORIGINAL	111	82.28	111	93.02
03	ALL STUDENTS	1503	87.83	1503	92.03
03	ABORIGINAL	122	87.92	122	92.83

- June 2006 report card data indicated that Aboriginal and non-Aboriginal primary students achieved comparable results in Language Arts. In 2005, 79% of the grade three Aboriginal students met or exceeded expectations in Language Arts compared to 87% in 2006. Although the data is not comparing cohort groups of students, the significant increase in student performance is showing a positive trend in improved results.
- June 2006 report card data also indicated that Aboriginal and non-Aboriginal primary students achieved comparable results in Math.

Grade		Language Arts		Math	
		Headcount	%	Headcount	%
04	ALL STUDENTS	1660	93.89	1531	95.38
04	ABORIGINAL	132	90.31	124	93.23
05	ALL STUDENTS	1754	93.51	1611	94.31
05	ABORIGINAL	126	90.25	117	91.15
06	ALL STUDENTS	1806	91.50	1698	91.76
06	ABORIGINAL	163	86.15	153	83.80

- Intermediate report card results for grade 4 and grade 5 showed comparable results in Language Arts; however, grade 6 Aboriginal students' achievement in Language Arts and Math is significantly below their non-Aboriginal peers.

## YEAREND REPORT CARD DATA

### TOTAL HEADCOUNT AND PERCENTAGE OF STUDENTS MEETING OR EXCEEDING EXPECTATIONS

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

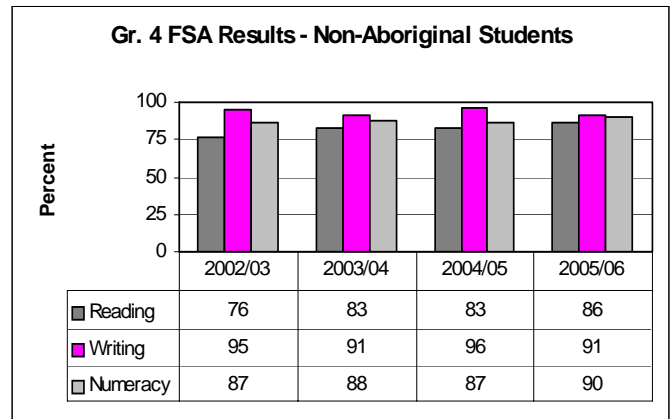
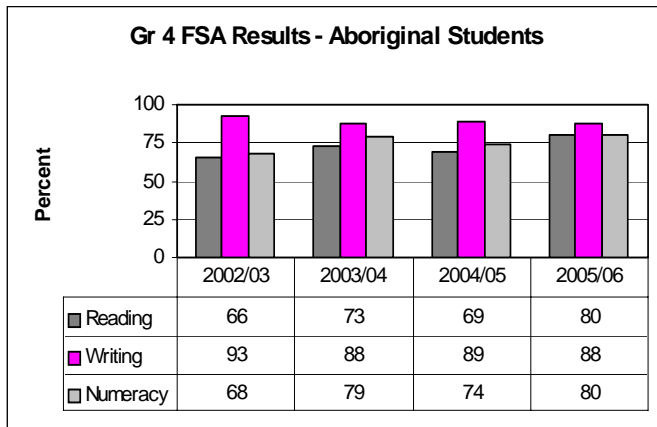
Grade		Language Arts		Math	
		Headcount	%	Headcount	%
07	ALL STUDENTS	1824	93.00	1698	91.94
07	ABORIGINAL	145	87.54	139	84.37
08	ALL STUDENTS	1908	95.09	1736	91.11
08	ABORIGINAL	144	85.06	136	82.98
09	ALL STUDENTS	2001	96.07	1937	93.29
09	ABORIGINAL	144	86.51	139	88.67

- Middle years report card results indicated a significant difference between Aboriginal and non-Aboriginal students. More intervention at middle schools continues to be required to enhance Aboriginal student achievement.
- Comparing achievement in grade 9 Math was difficult since students were enrolled in a variety of Math courses at the grade 9 level.

Grade		Language Arts		Math	
		Headcount	%	Headcount	%
10	ALL STUDENTS	2049	94.07	2066	94.33
10	ABORIGINAL	118	86.43	114	92.43
11	ALL STUDENTS	2261	94.96	1996	93.08
11	ABORIGINAL	127	88.94	114	92.02
12	ALL STUDENTS	2119	98.56	1140	97.56
12	ABORIGINAL	105	96.33	31	100.00

- 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

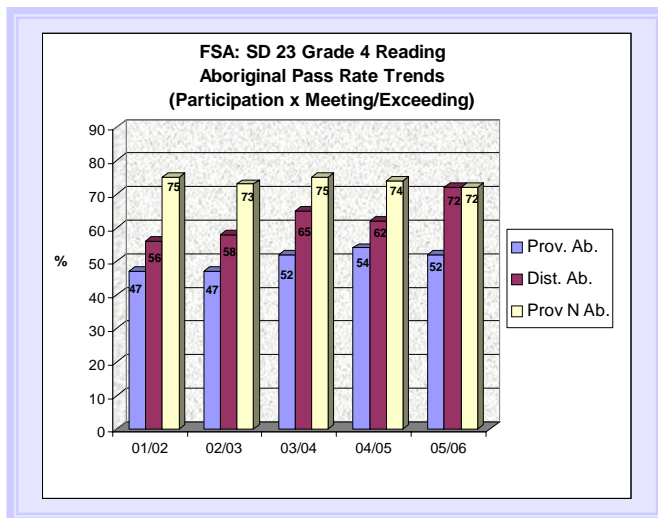


91% of grade 4 Aboriginal students participated in the provincially mandated grade 4 FSA test.

The grade 4 Reading results indicated *significant improvement* over the last four years. The trend line is clearly showing positive results, from 66% of Aboriginal grade four students meeting or exceeding expectations in 2002 to 80% meeting or exceeding results in 2006.

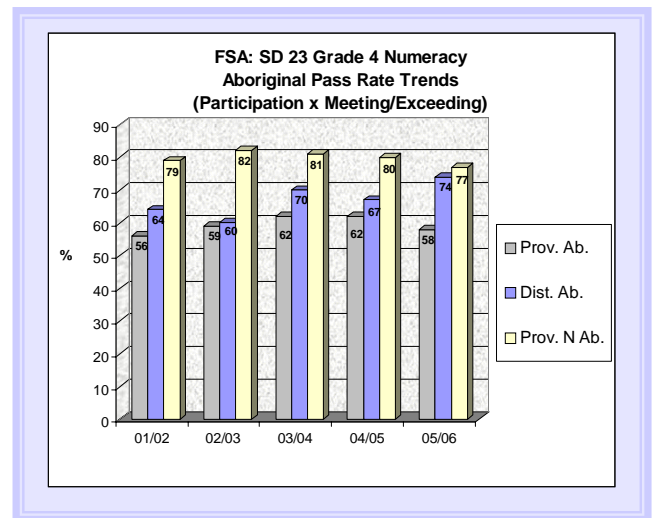
The grade 4 Numeracy results also indicated *significant improvement* over the last four years. From 68% of Aboriginal grade four students meeting or exceeding expectations in 2002 to 80% meeting or exceeding results in 2006, the trend line is, once again, showing positive results.

### District FSA Scores Compared with Provincial Results

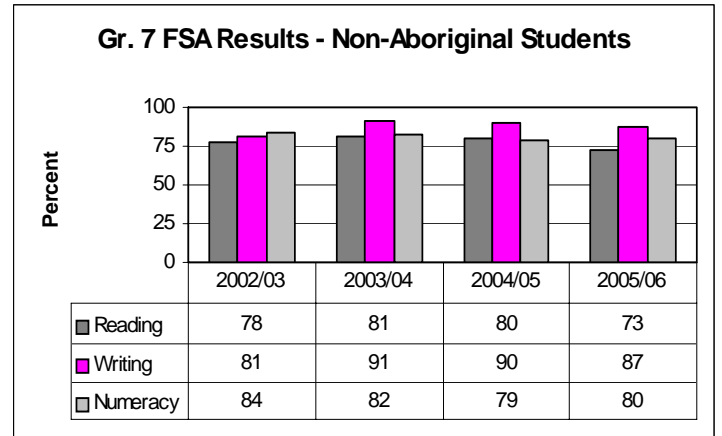
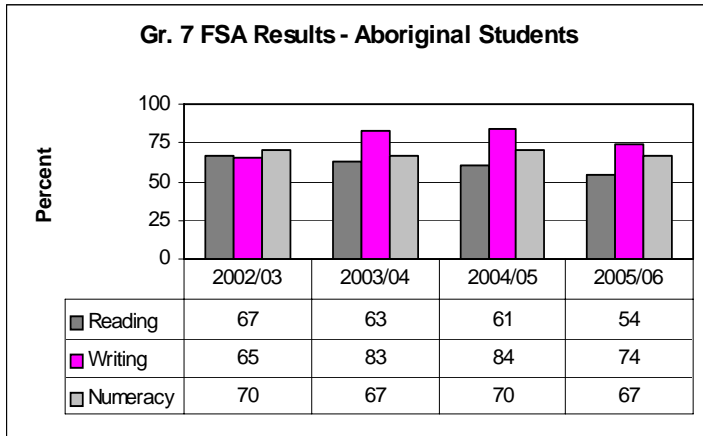


In School District No. 23, Aboriginal grade 4 students scored on par with non-Aboriginal students in the province in Reading.

72% of our district's Aboriginal students met or exceeded expectations compared with 62% of Aboriginal students in the rest of the province.



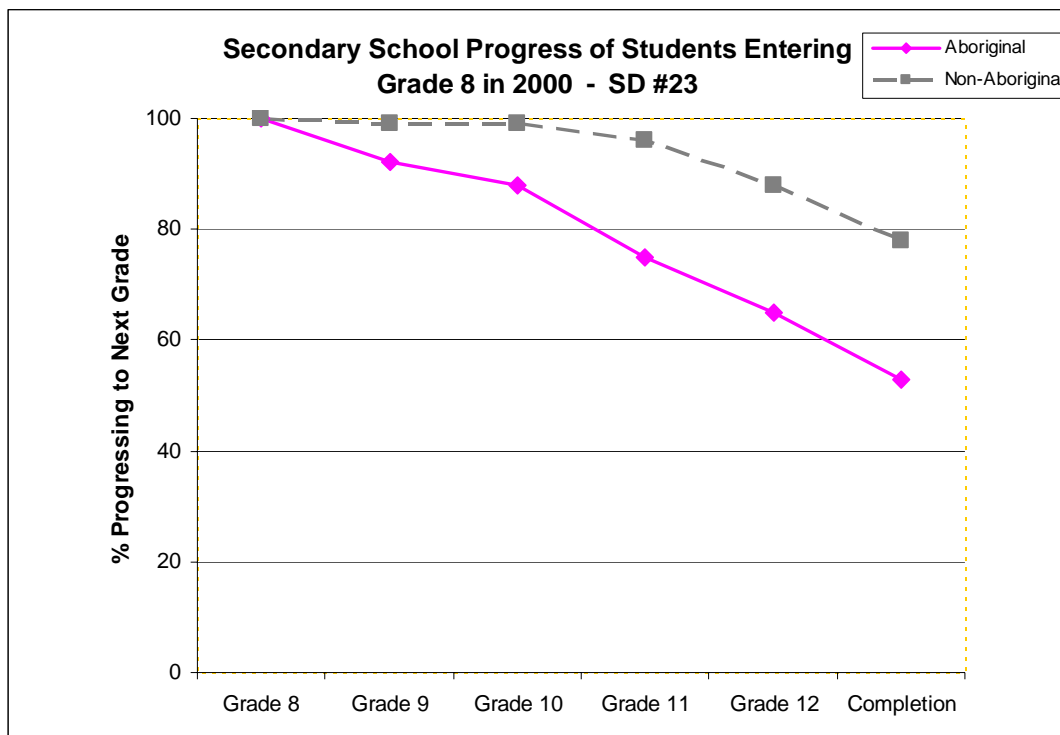
In Numeracy, 74 % of School District No. 23's Aboriginal grade 4 students met or exceeded expectations compared with 58% of the Aboriginal students in the rest of the province.



*In terms of participation in the provincially-mandated Foundation Skills Assessment (FSA), 90% of grade 7 Aboriginal students participated in the grade 7 FSA test.*

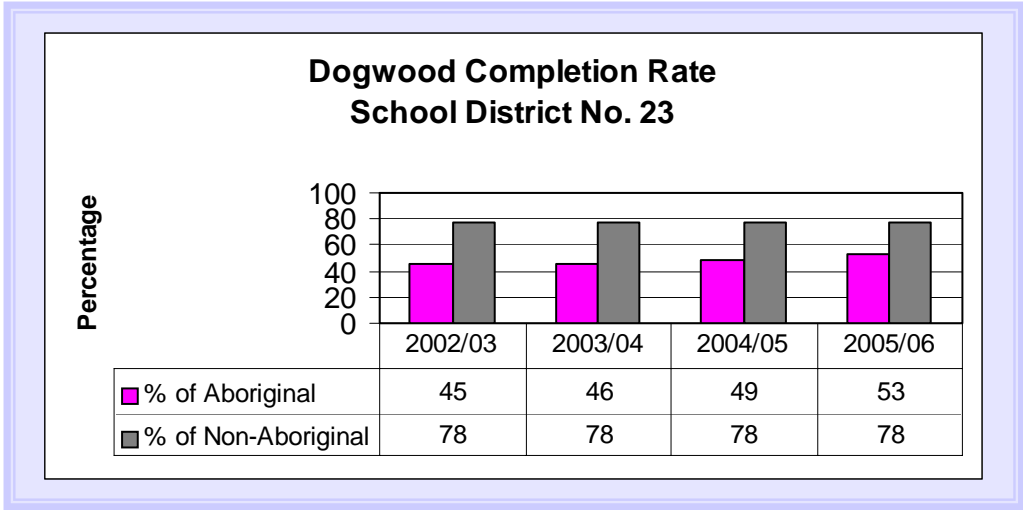
There was a significant difference between Aboriginal and non-Aboriginal FSA Reading and Numeracy results at the grade seven level. Further intervention is required to ensure Aboriginal students acquire the literacy and numeracy skills needed to be successful in the higher grades.

### ABORIGINAL STUDENT GRADUATION RESULTS



Grade to grade transition data showed the gap significantly widening at the grade 11 level. Grade 9 and 10 continues to be important transition years where some Aboriginal students make the decision to withdraw from school. Further “stay-in-school” strategies and tutoring support need to be directed to these grade levels.

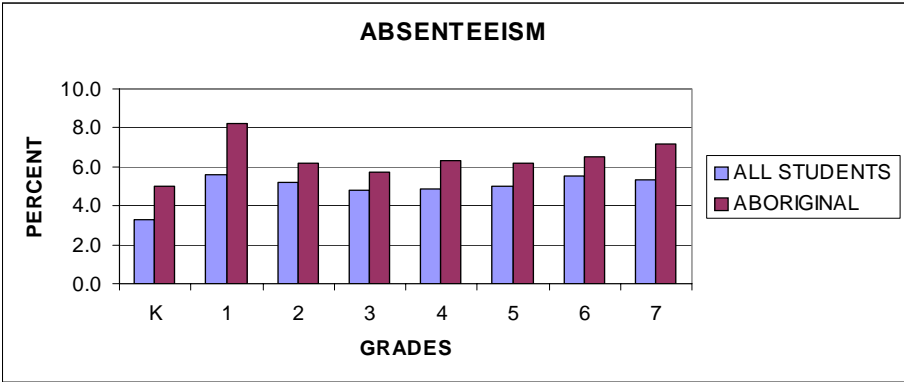




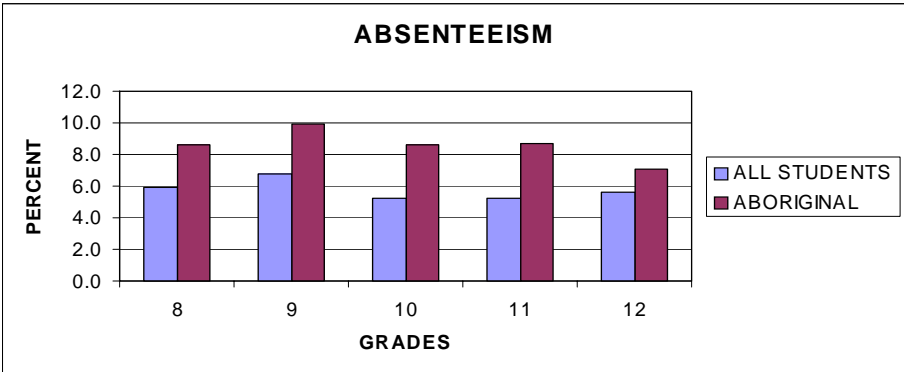
The four year trend line indicated improved graduation results. Each year, more and more Aboriginal students graduate.

As indicated in the Enhancement Agreement, the district has set a new target for 2011: 75% of the grade 12 Aboriginal students will graduate with their peer group!

**ATTENDANCE DATA**

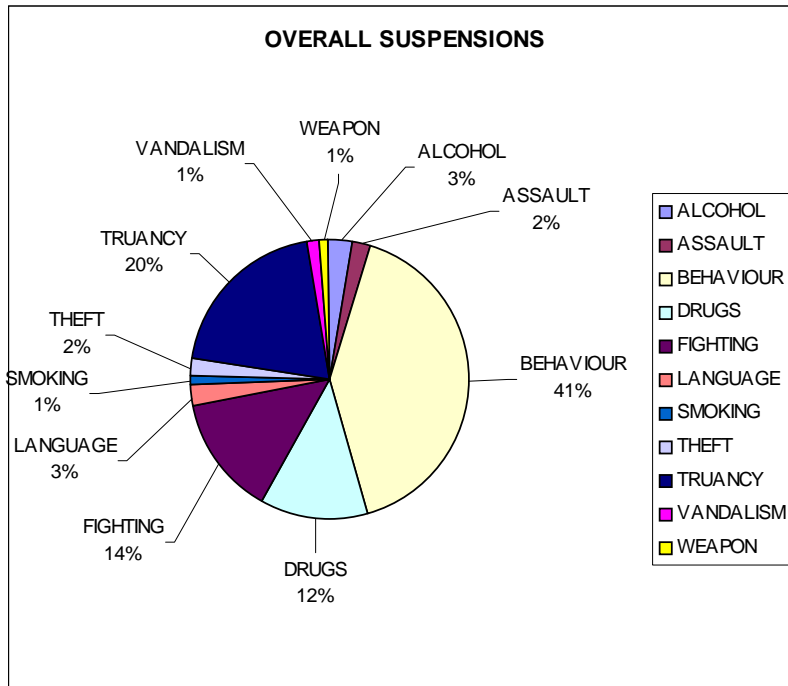


Overall, absenteeism was increasingly more frequent for Aboriginal students at the middle and secondary levels.

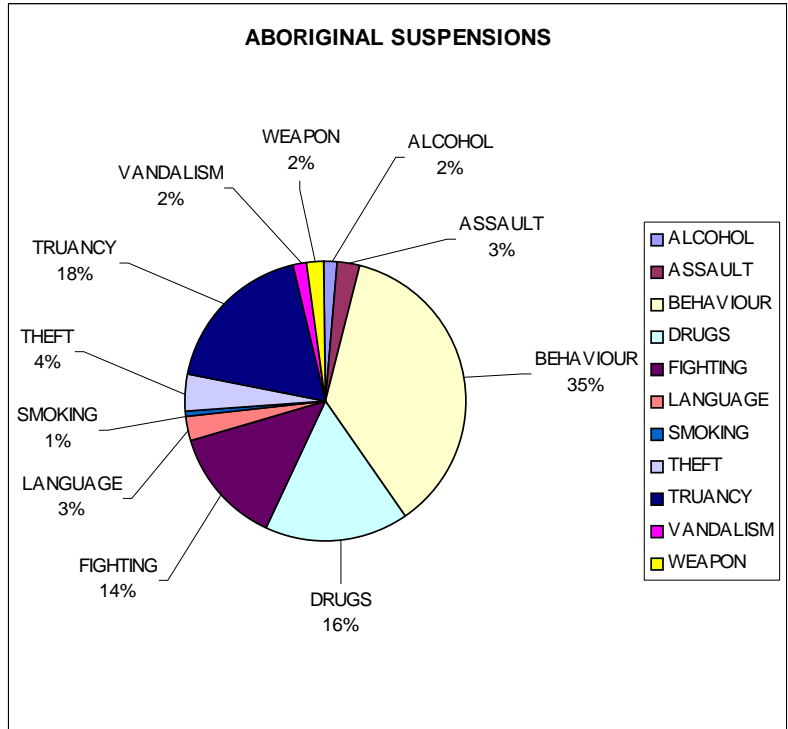


More intervention continues to be required to reduce unexcused absences and lates.

# DISCIPLINE DATA – DEFINITE SUSPENSIONS



Due to the implementation of a new British Columbia Student Information System (BCeSIS), data collection of suspensions was limited this year.



*(Note: A definite suspension is defined as the removal from class or school for a period of time which usually does not exceed 10 days.)*

# Our First Enhancement Agreement

## Background

In preparation for the development of Central Okanagan School District's first Enhancement Agreement, the Aboriginal Education Committee (AEC) recommended to the Board of School Trustees that an External Review of the District's Aboriginal Education Program be conducted during the 2005-2006 school year. Approximately 600 participants engaged in the review process.

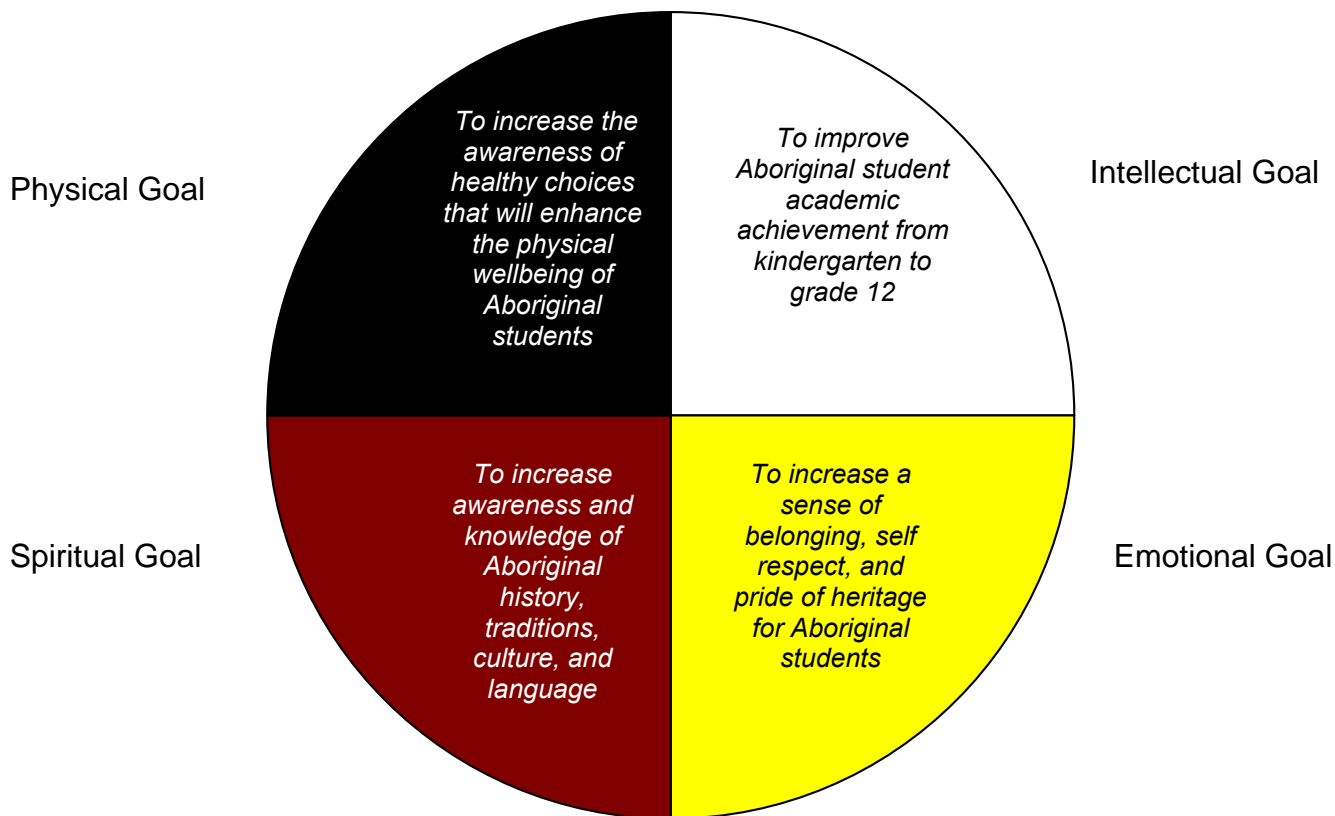
In April 2006, the AEC met with Elders, Aboriginal Program staff, teachers, certified education assistants, principals, and district staff to form the Enhancement Agreement (EA) Planning Committee.

From April to June 2006, the EA Planning Committee reviewed feedback collected from the students, parents, staff, and community members during the external review. Additionally, district and ministry data was also analyzed.

After several meetings rich in dialogue, the EA Planning Committee established four goals to support school success for all Aboriginal learners.

## Goals of Our Enhancement Agreement

The following goals, reflecting the teachings of the Medicine Wheel, will be implemented over the next five years (2006-2011) to support the emotional, spiritual, physical, and intellectual development of Aboriginal students in the Central Okanagan School District.



*Original artwork, created by local Okanagan artist, Will Swite, represents the goals of our Enhancement Agreement through the teachings of the Medicine Wheel.*

## Signing of Our Enhancement Agreement

On December 11, 2006, the district's first Enhancement Agreement was signed. This was a historic event celebrated by representatives from all Aboriginal communities in the Central Okanagan, school district staff, local politicians and ministry representatives. Westbank First Nation partnered with School District No. 23 to host the celebration at the Westbank Community Center. Over 200 people attended this special celebration.

In signing this Agreement, all parties acknowledge the directions that the District will need to pursue as it continues to work with the Aboriginal communities to meet the needs of all Aboriginal students. *(Appendix C)*



Chief Robert Louie signing our first Enhancement Agreement

*“This agreement signifies the commitment of the entire community and School District #23 to ensure that Aboriginal educational needs are being properly addressed. This is a duty and responsibility that we all share. We have faith that it will help collectively guide us to improve Aboriginal student success, accountability, relationship and trust building. Westbank First Nation commits to work with School District #23, Aboriginal groups and all those concerned to ensure this agreement accomplishes the goals set out herein for the future success of our children and community well being.”*

*l̓iml̓əmt, Chief (ilmix<sup>w</sup>əm) Robert Louie*

The District's Aboriginal Education Committee (AEC) will meet to review the Enhancement Agreement according to the traditional cycle of the seasons. Annual Gatherings will be organized to receive input from the Aboriginal communities. Each year, the AEC will review the district performance data and the district's Aboriginal programs to provide recommendations for future program enhancements and budget expenditures.

*“The completion of our first Aboriginal Enhancement Agreement represents years of collaboration understanding, and mutual respect. It does not signify the end of our journey together, but indicates the signposts to which we must refer as we continue to move forward towards our goal of ensuring success for all Aboriginal students in our school district. The Board of School Trustees is committed to supporting this Enhancement Agreement.”*

(Moyra Baxter, Chairperson, Board of School Trustees)

**Now, as a community, we begin the work to achieve our Enhancement Agreement Goals.**

A copy of the district's Enhancement Agreement is posted on the School District No. 23 website: [www.School District No. 23.bc.ca](http://www.School District No. 23.bc.ca).

For more information about the Aboriginal Education Program in School District No. 23, please contact:

Aboriginal Education Committee  
c/o School District No. 23 (Central Okanagan)  
1940 Underhill Street  
Kelowna, B.C. V1X 5X7  
(250) 860-8888

Specific questions related to student performance can be directed to:

Alice Gro, Aboriginal Education Program Coordinator (250) 979-2020  
Terry-Lee Beaudry, Director of Instruction (250) 470-3210

*Please note:* The following appendices provide further information regarding the Aboriginal Education Program.

Appendix A Terms of Reference

Appendix B 2005-2006 and 2006-2007 Aboriginal Education Program Budget

Appendix C Memorandum of Agreement

## APPENDICES

### *Appendix A*

#### **SCHOOL DISTRICT #23 ABORIGINAL EDUCATION COMMITTEE TERMS OF REFERENCE**

1. To review School District policies as they relate to Aboriginal learners, to endorse such policies as supporting Aboriginal interests and to recommend changes to such policy as may be necessary.
2. To review annually the monitoring, evaluation and reporting programs and services for Aboriginal students including Cultural Facilitators, Aboriginal Advocates and all other personnel responsible for providing Aboriginal programs and services on matters related to communications and involvement with the Aboriginal communities.
3. To ensure that the richness and diversity of Aboriginal languages, history and cultures and the contributions of Aboriginal to Canadian society is recognized and incorporated into the curriculum at all levels.
4. To ensure those current topics effecting Aboriginal peoples are presented in the curriculum from an Aboriginal perspective.
5. To mutually develop the annual budget for Aboriginal targeted funds.
6. To ensure that relevant Aboriginal student data is collected on student enrolment and achievement.
7. To communicate with Aboriginal communities and parents on an ongoing basis.
8. To ensure that the interests of all Aboriginal students within the District are met regardless of residency.
9. To support the hiring of Aboriginal staff within the School District programs and services at all levels.
10. To support research supporting Aboriginal education issues.
11. To support cultural awareness within the administration, professional and support service sectors of the School District.
12. To include School District No. 23 representation in a non-voting capacity of one or two Directors of Instruction.

Appendix B

**SCHOOL DISTRICT # 23 (CENTRAL OKANAGAN)  
2005-06 PROGRAM FUNDING AND EXPENSES**

<b>Funding</b>	<b>2005-06 Final FTE</b>	<b>Funding/FTE</b>	<b>2005-06</b>
Total FTE	1,678.5	\$950	\$1,594,575
Surplus Carryforward from 2004-05			\$204,806
Strike Savings Returned			\$154,561
<b>Total Program Funding</b>			<b>\$1,953,942</b>

<b>Expenses</b>	
<b>School Based Allocation</b>	
Special Project Allocations	\$6,962
<b>Total School Based Expenses</b>	<b>\$6,962</b>
<b>District Based Allocation</b>	
Teacher Salaries	\$157,348
Advocates Salaries	\$599,841
CEA Salaries	\$500,680
Substitute Salaries	\$8,323
Employee Benefits	\$286,864
<b>Total Salaries and Benefits</b>	<b>\$1,553,056</b>
Okanagan Language/Culture Instructor-Program Development	\$6,210
Professional Development-Support Staff	\$6,062
Mileage- Staff	\$13,556
Student Transportation	\$18,313
Cultural Supplies	\$33,271
General Teaching Supplies	\$15,930
Graduation	\$15,020
Field Trips	\$18,123
Telephone	\$3,100
Program Evaluation	\$14,000
General District Level Account	\$29,339
<b>Total Program Expenses</b>	<b>\$1,732,942</b>

Surplus Carryforward \$221,000

**SCHOOL DISTRICT # 23 (CENTRAL OKANAGAN)  
2006-07 PROGRAM FUNDING AND EXPENSES**

<b>Funding</b>	<b>2006-07</b>	<b>Funding/FTE</b>	<b>2006-07</b>
	<b>FTE</b>		
Total FTE	1,678.5	\$950	\$1,594,575
Surplus Carryforward from 2005-06			\$221,000
<b>Total Program Funding</b>			<b>\$1,815,575</b>

<b>Budget</b>				
<b>School Based Allocation</b>				
Special Project Allocations				\$0
<b>Total School Based Budget</b>				<b>\$0</b>
<b>District Based Allocation</b>	<b>FTE</b>	<b>Cost/FTE</b>		
Coordinating Teacher	1.00	\$75,000	\$75,000	
Secondary School Tutoring	3.60	\$75,000	\$270,000	\$345,000
Advocates Salaries	17.00	\$38,986	\$662,762	
Cultural Facilitator Salary	1.00	\$40,000	\$40,000	
Cultural Facilitator Ass't.	1.00	\$36,000	\$36,000	\$738,762
CEA Salaries	17.75	\$30,632	\$543,715	\$543,715
<b>Total Staffing Allocations</b>				<b>\$1,627,477</b>
<b>Supplies &amp; Services Allocations</b>				
Okanagan Language/Culture Instructor-Program Development				\$60,000
Professional Development-Support Staff				\$10,000
Mileage- Staff				\$14,000
Student Transportation				\$16,000
Cultural Supplies				\$30,000
General Teaching Supplies				\$20,000
Graduation				\$10,000
Field Trips				\$20,000
Telephone/Admin				\$3,500
General District Level Account (Unallocated)				\$4,598
<b>Total Supplies &amp; Services</b>				<b>\$188,098</b>
<b>Total Program Budget</b>				<b>\$1,815,575</b>
	<b>Balance Remaining</b>			<b>\$0</b>



# Memorandum of Agreement

## Aboriginal Education Enhancement Agreement

Between

School District No. 23 (Central Okanagan)

And The

Aboriginal Communities of the Central Okanagan

And The

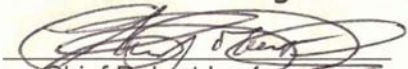
Ministry of Education

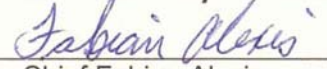
This Aboriginal Education Enhancement Agreement has been developed to improve the success of all Aboriginal students who are served by School District No. 23.


This Enhancement Agreement is a fully inclusive process which acknowledges and is respectful of the traditional territories of the Okanagan Nation.

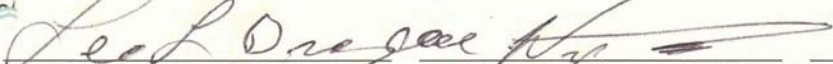
School District No. 23 is responsible for providing educational services to all Aboriginal students enrolled in the District, which include First Nations living on reserve, off reserve, Métis and Inuit. In signing this Agreement, all parties acknowledge the directions that the District will need to pursue as it continues to work with the Aboriginal communities to meet the needs of all Aboriginal students.


Agreed To This 11th Day of December, 2006

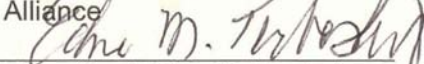
  
Chief Robert Louie  
Westbank First Nation

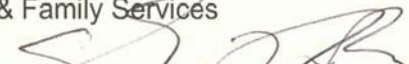
  
Chief Fabian Alexis  
Okanagan Indian Band


  
Chief Joseph Dennis  
On behalf of Okanagan Nation Alliance

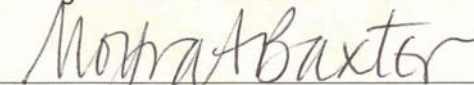
  
President Leo Brazeau  
Kelowna Métis Association  
Okanagan Métis Children  
& Family Services


  
President Wayne Jack  
Ki-Low-Na Friendship  
Society

  
President Edna Terbasket  
Lake Country Native  
Association

  
Mrs. Sherry Landry-Braun  
Parent Representative  
Aboriginal Education Committee

  
Mr. Milton (Tic) Williams  
Parent Representative  
Aboriginal Education Committee

  
Ms. Moyra Baxter  
Chairperson, Board of School Trustees

  
Mr. Mike Roberts  
Superintendent of Schools

