

Aboriginal Education Program Third Annual Report January 2005 – December 2005



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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)

Introductory comments from Westbank First Nation Chief Robert Louie:

Way' (Hello)

I'm proud to say that Westbank First Nation views education as a top priority. We are committed to education at all levels, especially with our Aboriginal students. We have formed partnerships with School District #23, Okanagan College, and UBC-Okanagan to encourage and ensure that everyone works together toward a common goal.

We sincerely appreciate the hard work and dedication of the Native advocates who play an integral part of our children's success in the school system. As well, the School District has listened to our concerns about the importance of having the Okanagan language taught in the schools and instituting Aboriginal programs. We are grateful for their support.

As First Nation people, we have a long way to go to eliminate the gap in education, but with all parties working together, that vision will soon be realized.

limlɛmt (Thank you)

Introductory comments from Board of School Trustees Chairperson, Moyra Baxter:

The Board of School Trustees recognizes that the Central Okanagan School District lies on Okanagan territory. With over 1700 students claiming Aboriginal ancestry, the Board of School Trustees and District staff remain committed to partnering with parents, elders, and community members to foster school success for all Aboriginal students. This year marks the twelfth year of our District's Aboriginal Program. With the assistance of elders and talented cultural presenters, cultural teachings are provided to our District's students to create a greater understanding and appreciation of local Aboriginal history.

The District also recognizes the importance of working closely with Westbank First Nations to preserve the Okanagan language and, to that end, has supported the implementation of an Okanagan language course at CNB Middle School. It is hoped that the teaching of the Okanagan language will be provided to more students in the coming years. In addition to the cultural program, I commend the dedication of the Aboriginal Program staff who provide academic assistance and career guidance on an ongoing basis. As we work together with the members of the Aboriginal Education Committee to establish our District's first Enhancement Agreement, I am confident that the goals of the agreement will meet the needs of the Aboriginal students in our District.

Introductory comments from Superintendent of Schools, Ron Rubadeau:

(Ron Rubadeau retired April 30, 2006. Current Superintendent of Schools is Mike Roberts.)

During the past three years, School District #23 has set a goal to ensure that every student in our District achieves the highest possible standard of literacy and numeracy. This is not an expectation for a few children or for some students but for every child that elects to attend public school in the Central Okanagan.

To accomplish this goal, new programs and services have been developed for all schools and significant resources have been dedicated to enhance programs for Aboriginal learners. It is gratifying that this investment is now paying dividends as achievement has never been better. Most importantly, Aboriginal learners are graduating at record-setting rates and are going on to institutions of higher learning in the world of work.

While much remains to be accomplished, the successes observed are because of the efforts of students, parents, teachers, the support of members of the Aboriginal Education Committee, and the personal dedication of the visionaries who want the absolute best for Aboriginal learners. My thanks to those who have worked hard to make our community a place of learning and success for all.

Testimony from a determined student...

Hello, my name is Kelly. I'm a fourteen year old status Cree from Gordon First Nation. I was born in Saskatoon, Saskatchewan and lived there most of my life before moving here. I'm presently in grade nine.

I feel it's important to stay in school because to get anywhere in life today you need a good education. A good education usually means a good paying job. Sometimes going to school can be a bit challenging, but I welcome these challenges because this is how I grow. Therefore, I don't let my bad days get me down. I enjoy school most of the time because it's a place for me to socialize with my friends and learn many new things. So far I've had very positive experiences in school, which keeps me interested and motivated.

Since I have attended middle school, I have managed to stay on the honour roll list and the work ethic list. Most of my close friends usually do not get on this list, but I know that I need to keep up my grades. My parents know that I am very capable of doing well in school and they don't expect anything less than my best effort. For the future, I hope to get a golf scholarship and attend college in the States. I want to get a degree in Commerce or Business Administration. I plan to still attend university whether I qualify for a scholarship or not.

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INTRODUCTION

The Aboriginal Education Program in School District #23 (*Central Okanagan*) is officially 12 years old. Since 1994, the District's Aboriginal Education Program has been supported through targeted funding received from the Ministry of Education. The intent of the Targeted Funding Program is to provide enhanced funding to school age students of Aboriginal ancestry. Enhanced funding provides culturally appropriate educational programs and services to support the success of Aboriginal students (*Ministry of Education Policy Statement, 2003*).



During the 2004-2005 school year, the coordinating teacher and cultural program staff along with sixteen advocates, 42 part-time Aboriginal student certified education assistants (CEAs), four secondary school tutors and an Okanagan language instructor worked closely with school staffs to provide support to 1729 Aboriginal students from kindergarten to grade 12.

As evidenced in this annual report, primary Aboriginal students scored incrementally better in local and provincial assessments, intermediate Aboriginal students showed improvements in numeracy assessments, school attendance has improved, and several middle/secondary Aboriginal students have assumed student leadership roles in their schools and communities. The number of Aboriginal students graduating from grade 12 has also steadily increased.

Aboriginal student achievement has significantly improved in the past twelve years. In 1994, less than 25% of the Aboriginal students in School District #23 successfully graduated. Aboriginal student graduation rates have more than doubled; however, the disparity between Aboriginal and non-Aboriginal student achievement remains significant. For that reason, the District's Aboriginal Education Program remains in effect to foster school success for all Aboriginal students.

This annual report is intended to document the initiatives undertaken during the 2004-2005 school year to foster school success for Aboriginal students in School District #23.

ABORIGINAL EDUCATION COMMITTEE (AEC)

The Ministry mandates each school district to integrally involve the Aboriginal communities in the planning and delivery of the local Aboriginal Education Program.

The District's Aboriginal Education Committee (AEC) was formed in 2002 and meets monthly to implement the Terms of Reference (see Appendix A) as well as provide ongoing input into program planning. During the 2004-2005 school year, Loretta Swite, Council Member from Westbank First Nation, or Pauline Terbasket, Executive Director of the Okanagan Nation Alliance, chaired the meetings. The 2004-2005 Aboriginal Education Committee was comprised of the following members:

ABORIGINAL EDUCATION COMMITTEE MEMBERSHIP

Westbank First Nation	Denise Clough, Loretta Swite
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 #23	Moyra Baxter (<i>Chairperson, Board of School Trustees</i>) Terry-Lee Beaudry (<i>Director of Instruction K-12</i>)

In preparation for the development of the District's first Enhancement Agreement, the Aboriginal Education Committee 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. The Board of Trustees supported the recommendation and a "Call for Proposals" was prepared in the spring of 2005. Sterling Consulting was awarded the contract and completed a thorough review of the Aboriginal Education Program from June 2005 to December 2005. Approximately 600 participants engaged in the review process. *(See Appendix B for an overview of the Consultation Process.)*

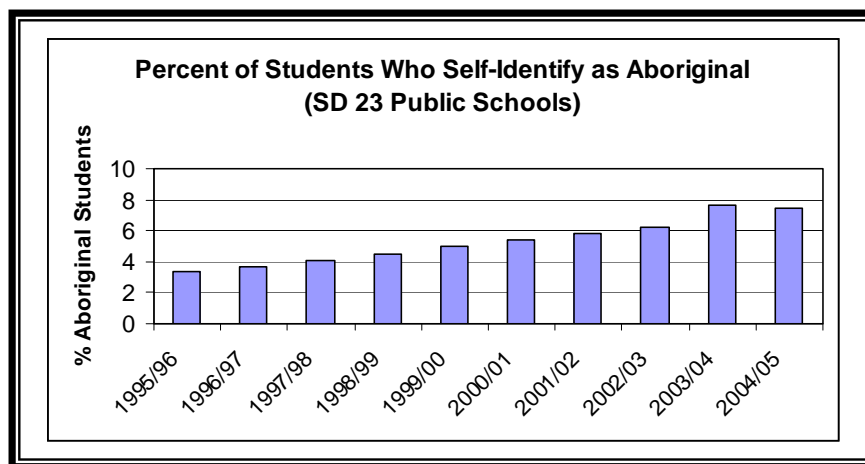
As a result of an extensive consultation process, Sterling Consulting's Aboriginal Program Review Report identified eight key strengths of the District's Aboriginal Education Program. As documented in Sterling's report, these key highlights include:

1. The commitment by the Aboriginal Education Committee and Program Staff to the Aboriginal Education Program and students;
2. The commitment by the District to the Aboriginal Education Program;
3. The academic and emotional support provided by Advocates, Certified Education Assistants, and Tutors;
4. The success of the part-time Tutoring Program and Homework Clubs;
5. The cultural awareness and history being provided by the District's Cultural Program;
6. The growing Awareness of the Program and more contact with the students;
7. The interest and desire of more students to have more Okanagan Language classes; and,
8. Student improvement and increasing graduation rates.

Sterling Consulting's Aboriginal Program Review Report provided information to consider when developing the Enhancement Agreement. It is anticipated that the Sterling Consulting Report will serve to guide the development of the District's first Enhancement Agreement. The Aboriginal Education Committee remains committed to finalizing the District's first Enhancement Agreement by June 2006.

TOTAL NUMBER OF STUDENTS IDENTIFYING THEMSELVES AS ABORIGINAL

In 2005, seven percent of the total student population claimed Aboriginal ancestry. The District's Aboriginal students represent over 61 Bands and Nations from across Canada including status, non-status, Inuit, and Métis. Approximately, 10% of the District's Aboriginal students are from Okanagan Nation. Approximately, 14% of all Aboriginal students live on reserve.



ABORIGINAL EDUCATION PROGRAM GOALS

This report is organized to reflect the initiatives taken to address the following goals of the Aboriginal Education Program:

1. To improve Aboriginal students' level and standard of literacy and numeracy.
2. To improve the graduation rates of Aboriginal secondary students.
3. To offer academic and personal advocacy to Aboriginal students.
4. To offer all learners an opportunity to gain a greater awareness of Aboriginal culture and history.

GOAL #1: TO IMPROVE THE LEVEL AND STANDARD OF LITERACY AND NUMERACY AT ALL GRADE LEVELS

School success depends on the student's ability to meet grade level expectations in literacy and numeracy. Aboriginal Student CEAs and qualified senior secondary tutors worked closely with school administration, classroom teachers, and learning assistance teachers to provide academic assistance to Aboriginal students requiring academic support. Several Aboriginal students were involved a variety of specialized instructional programs including the One-to-One Reading Program, Read Naturally and SuccessMaker Programs. The one-to-one assistance provided through CEA or tutor programs has heightened student confidence and improved academic performance.

Academic Support Provided by Certified Education Assistants

Aboriginal students in elementary and middle schools, requiring additional academic assistance, received support from the school's Aboriginal student CEA. Across the district, 42 part-time CEAs provided service to 412 elementary and 226 middle school students.



Secondary School Tutoring Program

Five secondary teachers joined the Aboriginal Education Program to provide one-on-one tutoring in all subject areas in the five secondary schools. Students accessed these tutors upon demand on a drop-in or regular basis throughout the school day. Higher test scores and increased participation in governmental examinable courses were evidence that students took advantage of this opportunity. Over one hundred students received five hours or more of tutoring during the year. At one senior secondary school, twenty students received approximately fifty hours of tutorial support.

"I am so grateful for my tutor this year. I thought I'd take Communications 11 this year, but he talked me into taking English 11. He helped me pass. Now, I can take anything I want in college."



Mount Boucherie Secondary students work with tutor.

As a result of the Tutor Program, failure rates decreased significantly. For example, tutorial support reduced the failure rate from 30% to 9% in one secondary school. Several students also received Work Ethic, Honour Roll and Principal List standing for the first time.

Homework Clubs

Aboriginal Student Homework Clubs continued to be an important feature in most of the elementary and middle schools. Staffed by school personnel, CEAs, and advocates, these clubs met before school, at lunch time and after school depending upon the students' needs. Students were able to complete their homework, prepare for tests, and develop study skills within the school setting.

Student Anthology

To recognize the achievement of Aboriginal students K-12 in written and artistic expression, Volume IX of "Letting Our Spirits Soar" was produced this year. This non-juried publication represented works from all ages and schools and was compiled by senior secondary Aboriginal students with the assistance of several advocates.

GOAL #2: TO IMPROVE THE GRADUATION RATES OF ABORIGINAL SECONDARY SCHOOL STUDENTS

The ultimate goal of the Aboriginal Education Program is to enhance the school experience of Aboriginal students so that more students "stay in school" and graduate with a Dogwood standing. In addition to the Secondary School Tutoring Program, the following initiatives were undertaken to improve transition and graduation rates:

Transition Gatherings

Encouraging students to remain committed to their education often involves supporting their transitions from school to school. During the late spring of 2005, students in grade 6 travelled with their advocates to the middle schools to meet with their "new" advocate, become acquainted with their gathering space and meet students from other feeder schools.



Grade 6 students visit
Glenrosa Middle School

Career Planning

Providing opportunities for students to explore various careers is another "stay in school" initiative. The Aboriginal Career Fair was held on May 5th at Okanagan University College and was attended by approximately sixty Aboriginal students in grades 9 and 10 along with their advocates. Many students commented that they were exposed to careers that they had not previously considered.

Grade 12 Gathering

On March 16, 2005, just prior to Spring Break, grade 12 students gathered on the traditional property of the Lindley family on the Westbank First Nation Reserve. They were greeted by the members of the family with drum and song around a welcoming fire. After an opening prayer by the family elder, Elizabeth Charter, accompanied by words of inspiration from family members Roxanne Lindley and Chad Paul, students were given the opportunity to make drums, create art, and play traditional games. Meeting other Aboriginal graduates from across the district in a cultural setting gave the students a sense of camaraderie and pride in their accomplishments.



Graduation Celebration



Chief Robert Louie
brings greetings



Elder Clara Dubrett

The annual Aboriginal graduation celebration was held on May 12th at Okanagan University College where four hundred friends and family members honoured the 78 graduates of 2005.

Highlighting the evening was the welcome from Westbank First Nation Chief Robert Louie, greetings from the Board of School Trustees, the key-note address by former graduate, Nikki Maier, and a closing drum song by graduate, Meagan Fortier, and her family.

School District #23 trustees and staff were joined by Westbank First Nation, the Okanagan Indian Band, the Ki-Low-Na Friendship Society, Okanagan Métis Children & Family Services, Okanagan Nation Alliance, and Lake Country Native Society in congratulating the successful students.



Alice Eneas with Nikki
Maier, Guest Speaker

GOAL #3: TO OFFER ACADEMIC AND PERSONAL ADVOCACY TO ABORIGINAL STUDENTS

Each Aboriginal student in the district has the support of an Aboriginal student advocate to provide cultural and personal connections between home and school. Advocates in middle and secondary schools were in their schools the week prior to school opening in September to assist students with the transition back to school. In addition to regular in-school contact, the advocates planned several cultural activities for their students throughout the year.

Examples are as follows:

Grade 8 Gathering

Students from across the district gathered on the western shores of Lake Okanagan to participate in an entire day of cultural activities and teachings. Volunteers from the Métis Society, Ki-Low-Na Friendship Centre and Lake Country Native Association shared their gifts of art and sports to create a memorable experience. After lunch, the students were spell-bound listening to the story of animator, Jeff Sterns, who produced the award winning film, "What Are You Anyways?". This story of mixed identity resonated strongly with the youth and inspired them to celebrate their heritage with pride.

Riding Thunder

Aboriginal elementary students from across the district had an opportunity to experience a culture performance when "Riding Thunder" performed at Central School. The children enjoyed the two performances showcasing a wide range of dance forms and the chance to meet other students with Aboriginal heritage.

George Pringle Culture Day

Using a special grant from the Aboriginal Education Committee, the entire Aboriginal student population of George Pringle Elementary enjoyed a day of



games, art, and other cultural activities at Sensisyusten House of Learning on May 26th. The Westbank First Nation Youth Program along with the School District #23 Culture Program provided the activities and several advocates provided the coordination of the day.



Hudson Road Indigenous Day

On June 17th, Hudson Road Elementary School celebrated indigenous culture with the whole school participating in a variety of workshops, games and activities. Sponsored by the School Parent Advisory Council and organized by the advocate and principal, Okanagan presenters were able to give students a glimpse of their own traditions. Aboriginal students were able to share their culture with classmates.

GOAL #4: TO OFFER ALL LEARNERS AN OPPORTUNITY TO GAIN A GREATER AWARENESS OF ABORIGINAL CULTURE AND HISTORY

The Aboriginal Cultural Program continued to offer presentations to teachers in all subject areas to enhance their delivery of the curriculum. In 2005, 234 cultural presentations were provided to elementary, middle and secondary school students. Several new presentations were prepared in collaboration with knowledgeable Aboriginal advisors. They included lessons on “Restorative Justice” and Aboriginal astronomy.



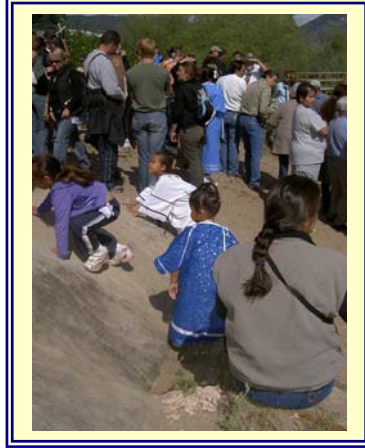
HIGHLIGHTS OF THE YEAR

Constable Neil Bruce Middle School Awareness Day

At the request of the Cultural Diversity Group at CNB, the Aboriginal Culture Program agreed to provide an Awareness Day for all the grade 9 students in the school. In order to ensure that protocol was understood and accepted by all, an introductory information session with the staff was held and student hosts were trained by the Cultural Facilitator. The Awareness Day began with an opening ceremony attended by Chief Robert Louie and his council. Following a drum song and prayer, students were dispersed to attend ten simultaneous cultural workshops.

This district is fortunate to have such diverse and talented Aboriginal presenters who can provide traditional workshops as well as act as ambassadors for their nations. The impressions they left were positive and lasting. The day ended with a closing ceremony, attended by the whole school. For the final activity, students were invited to participate in a circle dance with the presenters.

First Nations Studies 12



This provincially-developed and examinable course was offered at Mount Boucherie Secondary School, Kelowna Secondary School and Rutland Secondary School as a regular course offering.

In addition, George Elliot Secondary and Central Schools made the course available as a self-directed course. The Culture Program offered resources to both the teachers and students to enrich the learning experiences.

Among the field trips organized for this course was the participation in the Okanagan Nation Alliance “Sockeye Release Festival” in Penticton. Here the Okanagan people, young and old, gathered on the shores of the lake to release young salmon fry in a ceremony of remembrance of what once was and a hope for the future. Students in FN Studies 12 had a first-hand opportunity to participate in this ceremony and to develop a better understanding of the role the Okanagan fishery played in local history.

OTHER SCHOOL DISTRICT #23 INITIATIVES

Professional Development

The Aboriginal Education Program staff participated in a unique cultural/personal development experience through a two-day retreat at Quaaout Lodge in Salmon Arm. The group was honoured by Chief Felix Arnouse of the Little Shuswap Band, who welcomed them to his territory. Over the course of the next day and a half, Judy Goodsky, a well respected speaker in the community, guided Aboriginal Program staff through a variety of team-building and personal identity activities using the Medicine Wheel. This was followed by a sweat lodge ceremony led by Ernie Phillip.

On the last school day of June, advocates gathered around Bonnie Lawrence, a well-known Aboriginal artist, as she instructed them on the traditional art of making cedar bark baskets. The historical teachings she included throughout the day made a powerful connection for the advocates to pass on to their students.

Individual advocates also attended training sessions pertinent to their personal needs. These included: “Residential Schools Conference”, “Applied Suicide Intervention Training”, “Journey to Wellness Conference”, computer training, Fetal Alcohol Spectrum workshops, Substance Abuse Screening training, and an Alternate Education Conference.

SUMMARY

In the fall of 2005, the Aboriginal Education Committee reflected over the past eighteen months and brainstormed the top ten highlights of the current Aboriginal Education Program. These highlights were presented to the Board of School Trustees in September 2005.

TOP 10 HIGHLIGHTS OF THE ABORIGINAL EDUCATION PROGRAM

1. Increased Involvement of the District's Aboriginal Education Committee in Program Planning and Decision Making

The Aboriginal Education Committee maintains representation from the region's six Aboriginal communities. The committee has established a set timetable to meet monthly and consistently demonstrates a strong commitment to promoting Aboriginal student success.

2. Aboriginal Program Staff

Aboriginal Program staff support has improved many students' self-confidence and school success. Data shows that the majority of primary Aboriginal students are at par with non-Aboriginal primary students. Provincial assessment results indicate significant improvement in the percentage of Aboriginal students meeting expectations.



Three advocates receive 10 Year Recognition Certificates



Aboriginal advocates with the coordinating teacher, cultural facilitator and cultural facilitator assistant

3. Achieving a Human Rights Exemption

With the assistance of Mike Roberts, former Director of Human Resources, and CUPE, a proposal was written to the B.C. Human Rights Coalition requesting a hiring exemption. The Coalition accepted the recommendation enabling our District the opportunity to give preference to people of Aboriginal ancestry when recruiting for advocate or cultural facilitator positions. It is strongly felt that Aboriginal role models in our schools provide a positive cultural connection for Aboriginal students.

4. Evidence of Aboriginal Student Leadership

A team of 10 Aboriginal secondary student leaders had the opportunity to conduct presentations on social justice issues to students and teachers. Four students traveled to the UBC Longhouse to make a presentation to the Aboriginal Teachers' Association Conference. They were so well received that they were invited back to Vancouver to present to the entire student body of Queen Alexandra Elementary School in Vancouver.

5. More Aboriginal Students Graduating

Eighty-seven Aboriginal students graduated last year. Four hundred students, parents and friends attended an honour banquet to celebrate the largest Aboriginal graduation class in School District #23. Each year, there is an increase in the number of Aboriginal students graduating with a Dogwood certificate.

6. School-based Projects

Nineteen schools received special funding to implement programs and activities designed to foster an appreciation of Aboriginal culture and a sense of pride for Aboriginal students. Several unique school programs are highlighted in the annual report.

7. Implementation of the Okanagan Language Course at CNB

In the fall of 2004, the first Okanagan Language and Culture course commenced at Constable Neil Bruce Middle School. Elder Delphine Derickson taught this course to 20 Aboriginal and non-Aboriginal students. The course has become so successful that CNB offered the course again during the 2005-2006 school year.

8. An Increase in the Requests for Cultural Presentations

A major focus of the Aboriginal Cultural Department is to assist classroom teachers to incorporate relevant and accurate Aboriginal content in their lessons, across the curriculum. Over the past 12 months, 234 presentations were provided to classes from kindergarten to grade 12, in subjects from music to mathematics!



Constable Neil Bruce Middle School students perform in their Talent Show. December 2005

9. Profiling Aboriginal Science in a Mainstream Science Textbook

Mary-Anne Smirle, Principal of Peachland Elementary School and member of the Métis Nation, assisted authors in the writing of new elementary Science textbooks. In her role as the Aboriginal consultant, Mary-Anne ensured that Okanagan people could see themselves in a Science text and that their ways of knowing were represented. Elder Delphine Derickson and students from CNB, Pearson Road and Glenrosa Elementary are profiled in these new texts.

10. Conducting a Program Evaluation

In spring 2005, Sterling Consulting was hired to conduct a thorough evaluation of the Aboriginal Education Program. The evaluation was completed in January 2006. It is anticipated that the evaluation will recognize the strengths of the current program as well as provide information that will guide the development of the District's first Enhancement Agreement in the spring of 2006.

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	%
KG	All Students	1350	88.41	1350	89.41
	Aboriginal Students	60	92.71	60	94.38
01	All Students	1297	85.99	1297	93.14
	Aboriginal Students	92	77.82	91	86.9
02	All Students	1468	88.32	1468	93.28
	Aboriginal Students	97	90.06	97	93.65
03	All Students	1458	88.59	1458	91.34
	Aboriginal Students	105	79.05	105	89.19

- June 2005 report card data indicated that the kindergarten and grade two Aboriginal students outperformed the non-Aboriginal students in language arts. Results remain above the District target of 90% meeting or exceeding expectations.
- Grade three year-end performance data indicated a significant gap between Aboriginal and non-Aboriginal student results. (*Reading intervention continues to be required.*)
- Aboriginal and non-Aboriginal primary students demonstrated comparable results in the area of numeracy.

Total Headcount and Percentage of Students Meeting or Exceeding Expectations					
Grade		Language Arts		Math	
		Head Count	%	Head Count	%
04	All Students	1755	92.51	1599	93.86
	Aboriginal Students	119	86.33	110	85.76
05	All Students	1751	91.9	1640	93.42
	Aboriginal Students	132	89.36	123	89.44
06	All Students	1801	94.01	1665	94.34
	Aboriginal Students	127	89.1	122	90.52

- Intermediate report card results showed comparable results between Aboriginal and non-Aboriginal students; however, the achievement gap is evident at all grade levels.
- Intermediate Aboriginal student FSA reading data is significantly lower than the report card data shown above. (*See FSA data, p. 16.*)
- Meeting or exceeding expectations is equivalent to a percentile range from 50% to 100% or a letter grade range from C- to A.*

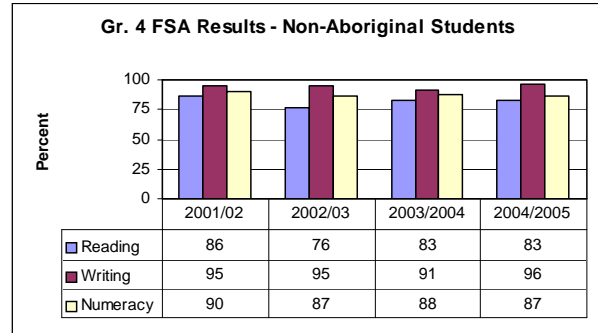
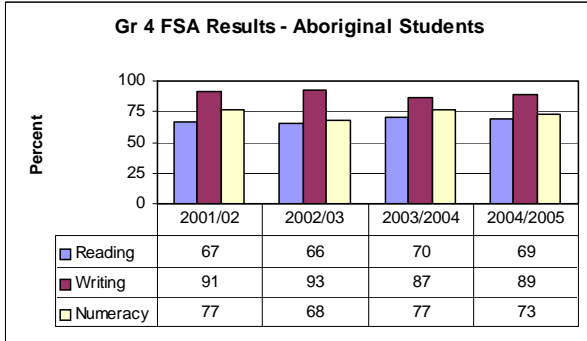
Total Headcount and Percentage of Students Meeting or Exceeding Expectations					
Grade		Language Arts		Math	
		Head Count	%	Head Count	%
07	All Students	2081	94.26	1727	91.71
	Aboriginal Students	176	82.94	146	75.91
08	All Students	1822	86.6	1743	83.8
	Aboriginal Students	131	86.88	128	66.71
09	All Students	2130	91.65	2008	90.78
	Aboriginal Students	119	87.37	112	85.77

- Middle years report card results for grades seven and nine students indicated a 4% - 12% achievement gap in language arts between Aboriginal and non-Aboriginal students. Grade 8 language arts results were comparable between Aboriginal and non-Aboriginal students.
- Middle years data indicated a significant achievement gap in numeracy performance between Aboriginal and non-Aboriginal students.
- Comparing achievement in grade nine math is difficult since students were enrolled in a variety of math courses.

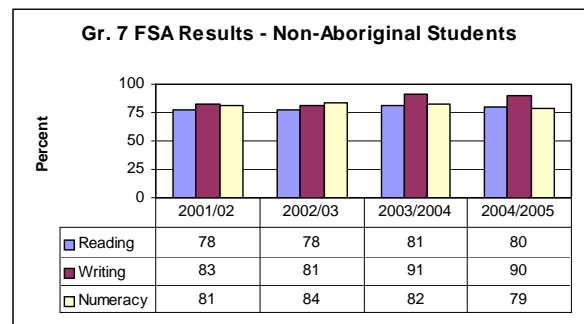
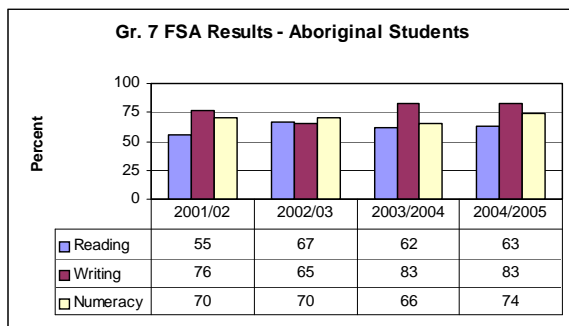
Total Headcount and Percentage of Students Meeting or Exceeding Expectations					
Grade		Language Arts		Math	
		Head Count	%	Head Count	%
10	All Students	2098	93.24	1839	90.94
	Aboriginal Students	118	84.23	116	80.16
11	All Students	2183	96.9	1966	94.93
	Aboriginal Students	126	91.12	106	92.14
12	All Students	2094	98.65	1058	97.13
	Aboriginal Students	95	99.08	25	90

- 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

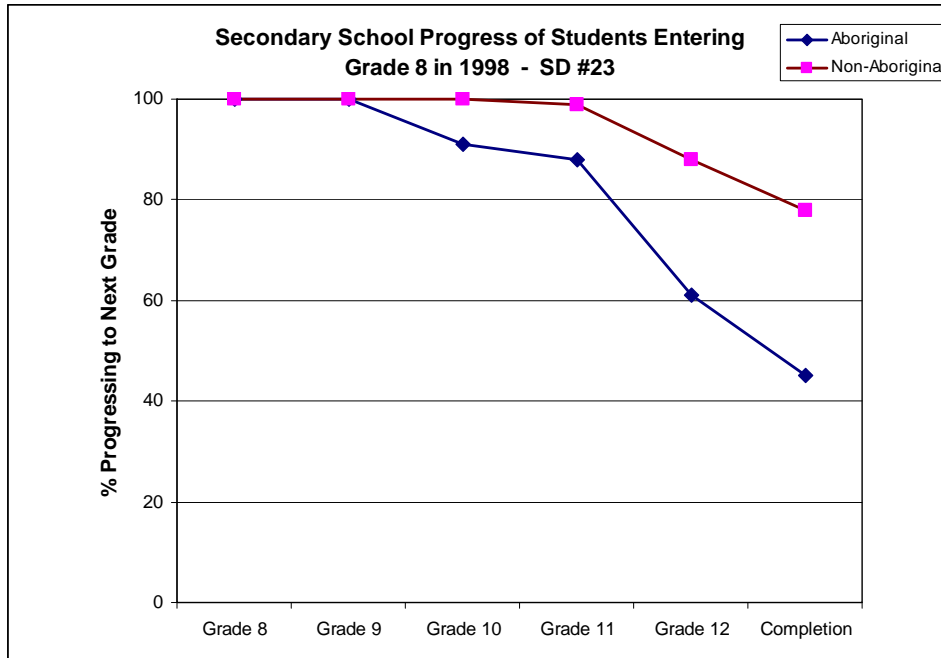


- There is a significant difference between Aboriginal and non-Aboriginal FSA Reading results. Intervention continues to be required to improve the reading skills of grade 4 Aboriginal students.
 - FSA Writing results have improved slightly since last year.
 - Trend lines indicated that further intervention is required to support Aboriginal students in the area of Numeracy.
- ❖ *In terms of participation, 90% of the grade 4 Aboriginal students participated in the grade 4 FSA.*

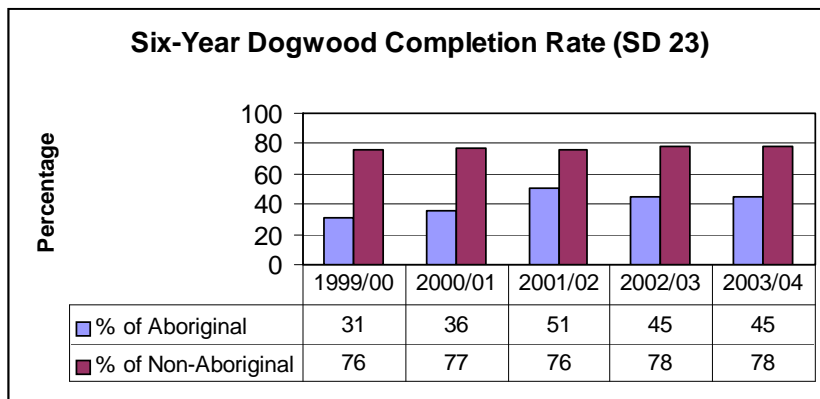


- There is a significant difference between Aboriginal and non-Aboriginal FSA Reading results. Over the last four years, Aboriginal students' results have improved; however, further intervention is required to ensure Aboriginal students acquire the literacy skills needed to be successful in the higher grades.
 - FSA Writing results remained the same as last year.
 - FSA Numeracy results showed a significant improvement from previous years. While 74% of the grade 7 Aboriginal students in School District #23 met or exceeded grade level expectation in numeracy, the provincial average was 63%.
- ❖ *In terms of participation, 83% of the grade 7 Aboriginal students participated in the grade 7 FSA.*

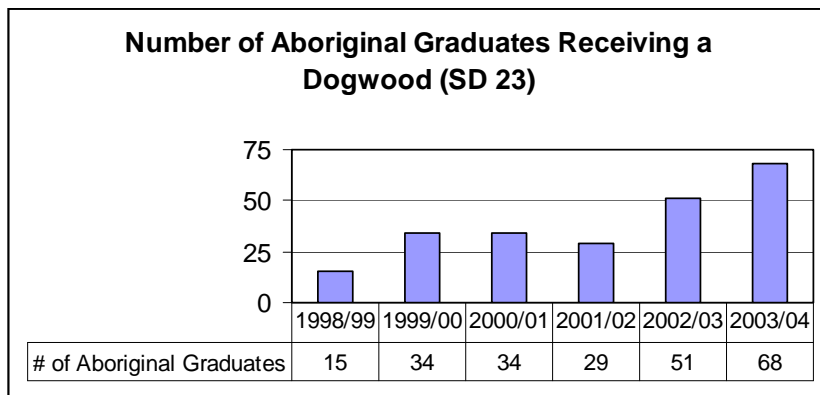
Aboriginal Student Graduation Results



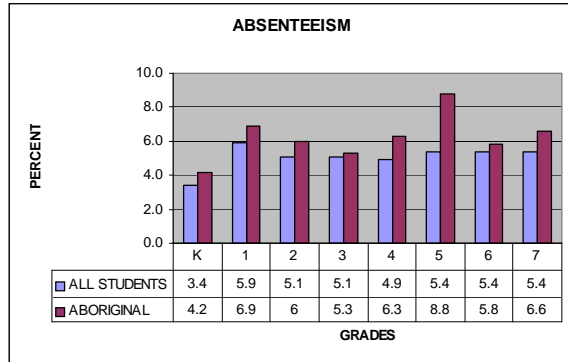
- Grade transition data shows the gap widening significantly at the senior secondary level.



(The 2005 data is not available from the Ministry.)

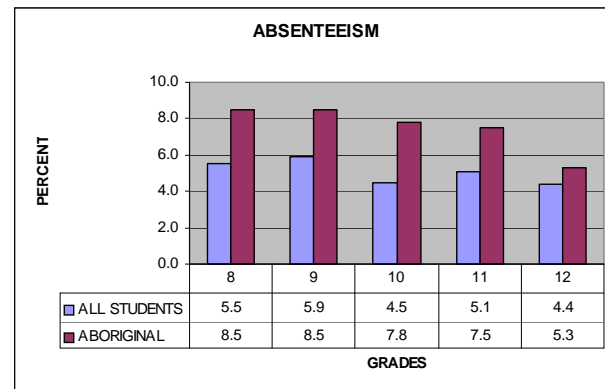


Attendance Data

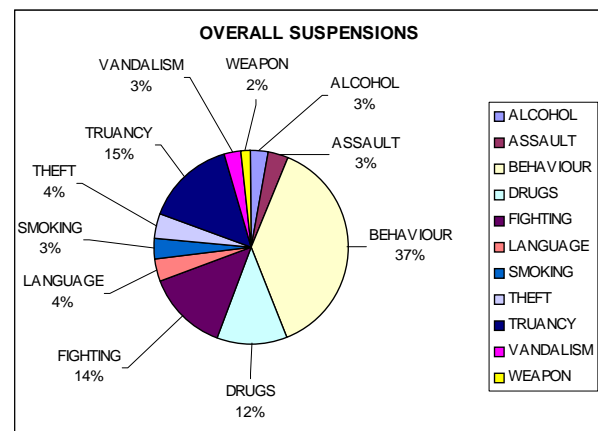
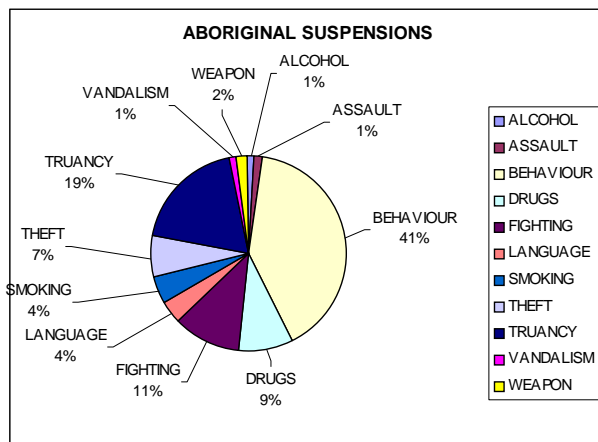


- In grades one and two, absenteeism was slightly higher for Aboriginal students.
- In grade five, the gap in absenteeism was more significant.
- In grade six and grade seven, absenteeism was comparable between Aboriginal and non-Aboriginal students.

- Absenteeism became increasingly more frequent for Aboriginal students at the middle and secondary levels.
- In grade ten and eleven, the absenteeism gap was more significant.



Discipline Data – Definite Suspensions



- 273 definite suspensions were recorded for Aboriginal student population of 1532.
- Definite suspensions for Aboriginal student population = 17.80%.

- 1791 definite suspensions were recorded for overall student population of 21,917.
- Definite suspensions for overall student population = 8.10%.

❖ *Note: Definite suspensions for the Aboriginal student population have dropped 5% from last year. (In 2004, definite suspension data for Aboriginal students equaled 22%.)*

FINAL CONCLUSION: OUR FUTURE VISION

“We want education to give our children the knowledge to understand and be proud of themselves and the knowledge to understand the world around them.”

*National Indian Brotherhood
Indian Control of Indian Education Paper (1972)*

The Aboriginal Education Program will continue to focus on fostering the students' sense of pride in their culture as well as supporting academic performance of Aboriginal learners. Although Aboriginal student graduation rates are improving, there is still much work to be done to foster parity with non-Aboriginal students.

The District and the Aboriginal Education Committee are committed to developing a five-year Enhancement Agreement in order to establish reasonable and attainable performance goals that will lead to overall school success for all Aboriginal students.

To address specific performance and delivery expectations, the Ministry has mandated that 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 (*preschool, 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 includes a focus on continuous improvement in the academic performance of its students; and,
8. hold Aboriginal cultural knowledge as relevant in all aspects of learning, and include resources, strategies, and assessments to ensure its relevance.

For more information about the Aboriginal Education Program in School District #23, please contact:

Aboriginal Education Committee
c/o School District #23 (*Central Okanagan*)
1940 Underhill Street
Kelowna, B.C. V1X 5X7
(250) 470-3210

A PROMISE

Shunted from all that's real.
Stolen from my mother's womb.
I shall find my way,
My kindred, once again.
My heart pounds,
Strangely in my chest.
I have the looks of a human.
What's with this person, this body
That I'm in?
It's not me.
It never has been.
I'm hidden beneath a veil,
One of injustice and hate.
I look around me,
And see a box, a cage.
I see myself stuck here forever.
Stuck in this body,
This mind.
If only I could free myself,
From all of this,
But I'm too scared to try.
My only hope is to trust.
To trust you,
In hopes that one day,
I shall be free.
And I will.
That's a promise,
A promise I make to myself,
In hopes that I will,
Finally be me.
The one that's locked up inside.

*Jamie
Middle School Student*

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

Appendix A Terms of Reference

Appendix B Overview of Sterling Consulting's Consultation Process

Appendix C 2004-2005 Aboriginal Education Program Budget

Appendix D 2004-2005 Aboriginal Student Advocate School Assignments

Appendix E 2004-2005 Aboriginal Student Certified Education Assistant (CEA) Support Data

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.

Overview of Sterling Consulting's Consultation Process in School District #23's Aboriginal Program Review

Prepared by Sterling Consulting

There were approximately 600 participants who engaged in the review process. Outlined are the consultation processes that we utilized for this review:

1. Key Informant Interviews: 38 key informant interviews were held with Aboriginal Education Committee members, advocates, coordinating teacher, cultural facilitator and assistant, Director of Instruction, Superintendent and Assistant Superintendent. An interview guide was developed and used as a basis for discussion for the interviews. Each interview lasted approximately 1.5 hours.
2. Community Focus Groups: Four community focus groups were held. These were hosted by the following organizations: Westbank First Nation, Lake Country Native Association, Ki-Low-Na Friendship Centre and the Métis Association. The community focus groups were attended by parents/givers of Aboriginal students, community members, elders, leaders, service providers and a few secondary level students. Each organization also hosted a dinner in conjunction with the focus groups. Childcare and transportation were provided to those who required it. Approximately 105 people participated in the four focus group sessions (*not including children, District staff and others who attended the dinners.*) Attached in the appendices is a summary of the focus group input.
3. Student Survey: A student survey was administered with a total of 265 respondents completing the survey as follows:
 - Grade 6 students (*50 respondents*) at 9 elementary schools (*surveys completed manually and later inputted*);
 - Grade 7 to 12 students (*214 respondents*) at 11 middle and secondary schools (*surveys completed online using a program called "Survey Monkey", which is one commonly used online survey tool.*)

The following 20 schools had students participate in the survey:

Chief Tomat Elementary	KLO Middle
Hudson Road Elementary	Kelowna Secondary
George Pringle Elementary	Storefront School
Constable Neil Bruce Middle	Springvalley Elementary
Mount Boucherie Secondary	Pearson Road Elementary
Glenrosa Middle	Rutland Senior Secondary
Bankhead Elementary	Rutland Middle
Glenmore Elementary	Springvalley Middle
Central School	George Elliot Secondary
Dr. Knox Middle	Peter Greer Elementary

We received assistance from the advocates in organizing the permission slips, computer labs and students, so that we were able to arrive and administer the survey with logistical supports in place. We would also like to acknowledge Jon Rever, Principal of Hollywood Road Education Services and Lori Stone, Data and Testing Services, for their assistance in developing the online survey. The summary of the student survey results is in Chapter 3.

4. Parent Questionnaire: Mail-outs were sent to all Aboriginal parents/caregivers in the District which included a one-page parent questionnaire and an invitation to attend the one-day conference. There were 60 completed questionnaires returned to us. A summary of the questionnaire is included in the appendices.
5. Conference: A one-day conference was held as a key consultation process for the review. The conference included keynote speakers, presentations and focus groups. All stakeholders were invited to attend. There were approximately 90 people in attendance comprised of students, parents, caregivers, community leaders, elders, Aboriginal Program staff, Aboriginal Education Committee members, service organization representatives, community members and School Board trustees. Attached as an appendix is a summary of the conference focus group outcomes and goals identified. See Chapter 2 for more discussion on the goals identified by conference participants.
6. Principals and CEA Focus Groups: Two District staff focus groups were held, one for principals (*with approximately 20 principals in attendance*); a second focus group was held for CEAs and tutors of the Aboriginal Education Program (*with approximately 25 workers in attendance.*) Attached as an appendix is the summary of these focus groups.
7. Key Contact Persons and Meetings: Ongoing contact and meetings were held with the key contact persons for this project (*Director of Instruction and coordinating teacher of the Aboriginal Education Program.*) The Aboriginal Education Committee meetings were attended on several occasions for updates and consultation. We attended a meeting with the advocates and we also attended one of the advocates' case conferencing sessions.
8. Literature Review: A literature review of Aboriginal education literature in B.C. and in Canada was conducted to research for models of success, best practice ideas, strategies, successes in curriculum, Aboriginal philosophies of education, learning styles, inclusive and integrated systems for learning. Outlined in the appendices in the literature review. There are highlights outlined in this chapter as well.
9. Background Information: Various documents and reports from the Aboriginal Education Program were requested and reviewed for informational purposes.
10. To protect the confidentiality and anonymity of participants in the review process, all information has been summarized.

A copy of Sterling Consulting's Aboriginal Program
Review is available at each school office.

Appendix C

**School District # 23 (Central Okanagan)
2004-05 Aboriginal Funding and Budget**

Funding	2004-05		2004-05 Final Budget	Final Balance June 30/05
	FTE	Funding/FTE		
Total Ministry Funding	1,543	\$950	\$1,465,850	\$1,465,850
Surplus Carryforward from 03-04			\$147,672	\$147,672
Westbank Language Camp Payment for 03/04			-\$8,000	-\$8,000
Total Targeted Funding			\$1,605,522	\$1,605,522
Budget				
		Cost/Unit		
School Based Allocation				
Special Project Allocations			\$25,420	\$9,366
Secondary School Tutoring Costs	370 days	\$230	\$85,100	\$86,365
Total Allocation to Schools			\$110,520	\$95,731
District Allocation				
	FTE	Cost/FTE		
Teacher Salary	1.00	\$64,834	\$64,834	\$63,281
Advocates Salaries	16.00	\$30,576	\$489,216	
Cultural Facilitator Salary	1.00	\$31,684	\$31,684	
Cultural Facilitator Assistant Salary	1.00	\$28,361	\$28,361	
Sub Total Advocates			\$549,260	\$525,538
CEA Salaries	13.00	\$30,576	\$397,488	\$362,107
Staff Benefits			\$255,858	\$221,960
Okanagan Language/Culture Instructor			\$5,000	\$2,609
Professional Development-Support Staff			\$5,000	\$8,295
Mileage			\$14,000	\$13,382
Cultural Supplies			\$30,000	\$25,375
General Teaching Supplies			\$33,000	\$49,479
Field Trips			\$5,000	\$5,466
Telephone/Admin			\$3,200	\$3,383
Program Evaluation			\$20,000	\$6,000
General District Level Account (Unallocated)			\$112,362	\$18,110
Subtotal District Spending			\$1,495,002	\$1,304,985
Total Expenses			\$1,605,522	\$1,400,716
Balance Remaining			\$0	\$204,806

Appendix D

Aboriginal Student Advocates – School Assignments 2004-2005

Angie Alexander-Paul Rutland Senior Secondary	Audrey Barr: Rutland Senior Secondary	Sharon Bond Chief Tomat Elementary Hudson Road Elementary Shannon Lake Elementary
Jane Clements A.S. Matheson Elementary Bankhead Elementary	Shawn Coupland Belgo Elementary Springvalley Middle	Penny Dionne OKM Secondary
Richard Gauthier Kelowna Senior Secondary Okanagan Mission Secondary	Pat Gregoire Black Mountain Elementary Ellison Elementary Pearson Elementary South Rutland Elementary	Wayne Jack Central School Programs KLO Middle
Simone Medland Central School Programs Dr. Knox Middle	Shannondee Rigby George Pringle Elementary Glenrosa Elementary Helen Gorman Elementary	Veronica Roesler Anne McClymont Elementary Casorso Elementary Glenmore Elementary North Glenmore Elementary South Kelowna Elementary Watson Road Elementary
Hannah Vedan Davidson Road Elementary George Elliot Secondary Oyama Elementary Peter Greer Elementary	Christina Verhagen Rutland Elementary Rutland Middle	Nicole Werstuik Glenrosa Middle Peachland Elementary
Sandra Whattam Mount Boucherie Secondary	Leanne Willard Constable Neil Bruce Middle	Todd Wilson Dorothea Walker Elementary Quigley Elementary Raymer Elementary Springvalley Elementary

Appendix E

2004-2005 Aboriginal Student Certified Education Assistant (CEA) Support Data

Elementary Schools	Aboriginal Students with CEA Support		Middle Schools	Aboriginal Students with CEA Support
A.S. Matheson	23		CNB	53
Anne McClymont	7		Dr. Knox	38
Bankhead	15		Glenrosa Middle	28
Belgo	12		KLO	22
Black Mountain	7		RMS	41
Casorso	7		SVM	44
Chief Tomat	22		Total Middle	226
Davidson Road	18			
Dorothea Walker	7		Secondary Schools	Aboriginal Students with CEA Support
Ellison	3			
George Pringle	43		George Elliot	8
Glenmore	17		KSS	
Glenrosa	9		MBSS	
Helen Gorman	9		OKM	
Hudson Road	30		RSS	
North Glenmore	9		Central	
Oyama	7		Westside Storefront	
Peachland	11		Storefront	
Pearson	22		Total Secondary	8
Peter Greer	18			
Quigley	20		Total All Schools	646
Raymer	10			
Rose Valley	4			
Rutland	6			
Shannon Lake	8			
South Kelowna	7			
South Rutland	21			
Springvalley	34			
Watson Road	6			
Total Elementary	412			