



School District No. 23 (Central Okanagan)

Aboriginal Education Program Second Annual Report September 2003 – December 2004



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Approved by: Aboriginal Education Committee



Aboriginal
Education
Program



Okanagan
Indian
Band



Okanagan Métis
Children & Family
Services



Lake Country
Native
Association



Ki-Low-Na
Friendship
Society



Okanagan
Nation
Alliance



Westbank
First
Nation



School District
No 23
(Central Okanagan)

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Introduction

The Aboriginal Education Program in School District # 23 is officially ten years old. On June 15th, 1994, the School District Board of School Trustees passed a motion to develop an Aboriginal Education Plan to be funded through targeted funding received from the Ministry of Education. All school districts in the province receive “targeted funding” which is used to enhance the education of Aboriginal students.

In 1994, the District’s Aboriginal Education Plan provided for:

1. a Cultural Program staffed by one Cultural Facilitator and one Cultural Facilitator Assistant;
2. a Student Support Program staffed by six Aboriginal Student Advocates; and,
3. an Academic Assistance Program staffed by Certified Education Assistants (CEAs).

Since the Aboriginal Education Plan was first approved, the program structure (described above) has been continually enhanced following yearly reviews and input received from the Aboriginal Education Committee, school staff and the local Aboriginal communities.

Local Education Agreement with Westbank First Nation

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

Significant in this agreement is ongoing communication between School District staff, the Westbank First Nation Education Director and the staff of Sensisyusten House of Learning. The focus remained on working together to foster school success for students on the Nominal Roll.

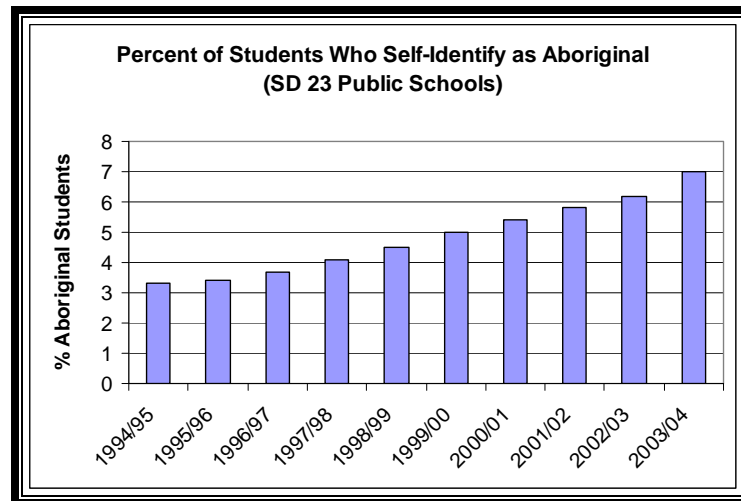
During the 2003/2004 school year, teachers from Sensisyusten were invited to attend professional development in-services and transition meetings. Sensisyusten staff was also provided with the opportunity to access any of the District’s instructional resources housed at Hollywood Education Services.

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

A significant highlight of the 2003/2004 school year was to re-introduce the teaching of the Okanagan language. Okanagan Elder, Delphine Derrickson, was appointed in July 2004 as the Okanagan Language Teacher at Constable Neil Bruce Middle School.

Total Number of Students Identifying Themselves as Aboriginal

In 2004, 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 the Okanagan Nation and approximately 14% live on reserve.



Increased student enrolment has resulted in the hiring of more Advocates and CEAs. In 2004, the District expanded tutorial support for secondary-aged students to improve performance in academic subjects. Additionally, some students received the benefits of an extended instructional day. As evidenced in the following report, elementary Aboriginal students are scoring incrementally better in local and Provincial Foundation Skills assessments. School attendance has improved and several middle/secondary Aboriginal students have assumed student leadership roles in their schools. The graduation success rate has also steadily increased.

Highlights of the 2003/2004 school year include:

- Significant improvement of Aboriginal student achievement in local and Provincial assessments
- Improved graduation success rate
- Increased awareness and requests by teachers for Aboriginal Culture Program presentations to integrate into their lessons
- Increased involvement of the Aboriginal Education Committee (AEC) in program planning and decision making
- Strengthened partnerships with Community Agencies

Aboriginal Education Committee

The Ministry of Education 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) met monthly with the mandate to implement the Terms of Reference (see appendix a). Monthly meetings were chaired by either Raf De Guevara, Council Member from Westbank First Nation or Pauline Terbasket, Executive Director of the Okanagan Nation Alliance. The committee provided ongoing input into program planning. In preparation for the development of a local Enhancement Agreement, the committee recommended an external review of the District's Aboriginal Education Program. The Board of Trustees supported the AEC's recommendation and a "Call for Proposals" was prepared in the spring of 2005.

Aboriginal Education Committee Membership

During 2003/2004, School District #23's Aboriginal Education Committee (AEC) was comprised of the following members:

| | |
|---|---|
| Westbank First Nation | Denise Clough, Raf De Guevara, Margaret Eli |
| Okanagan Indian Band | Jon Spotted Eagle |
| Okanagan Nation Alliance | Pauline Terbasket |
| Ki-Low-Na Friendship Society | Edna Terbasket, Marcel Aubin |
| Okanagan Métis Children and Family Services | Kelly Kubik |
| Lake Country Native Association | Ann Bell |
| Aboriginal Parents | Sandra Lynxleg, Tic Williams |
| School District #23 | Moyra Baxter, Terry-Lee Beaudry |

Aboriginal Education Program Goals

This report is organized to reflect the initiatives taken to address the following goals of School District #23's Aboriginal Education Program:

1. To improve the level and standard of literacy and numeracy at all grade levels.
2. To improve the graduation rates of Aboriginal secondary school students.
3. To offer academic and counselling 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.**Certified Education Assistants

Aboriginal students in elementary and middle schools, requiring additional academic assistance, received support from the school's Aboriginal student CEA. CEAs worked under the direction of the learning assistant and classroom teachers in the school to improve student performance.

Across the district, a total of 53 Aboriginal student CEAs (*13.5 FTE*) provided service to 616 students.

Secondary School Tutoring Program

To assist secondary school students in their challenging academic courses, highly qualified certified teachers were hired to staff an ongoing tutoring program. Students were able to access the tutor on a drop-in or regular basis for assistance with their academic subjects. Students were assisted with their assignments in order to prepare for final exams, particularly the Provincial government exams. This resulted in increased participation rates in government examinable courses, and improved test scores.

Homework Clubs

Sixty percent of the District's elementary and middle schools offered either a "before school" or "after school" Aboriginal Homework Club. Academic support was offered by advocates, learning assistant teachers, and certified education assistants. Students received assistance with their organization, study skills, homework and test preparation.

Goal #2:**To improve the graduation rates of Aboriginal secondary school students.**

The goal of the Aboriginal Education Program is to increase the number of Aboriginal graduates. Throughout their school years, our students have been provided with a range of activities and opportunities to reach this goal. The following are examples of activities offered in 2003/04:

Transition Gatherings

Students who are transferred from elementary to middle school and from middle to secondary school are sometimes overwhelmed by the changes in their school environments. To facilitate these challenges, the advocates arranged for "Transition Gatherings" in May and June to introduce students to their new schools, new schoolmates, and new advocates. Students were also contacted by their new advocates in August, prior to school opening, to ensure that they were ready for their new school environments.

The Regional Youth Conference “Teen Survival”

On October 23, 2003 one hundred middle and secondary students traveled to the Vernon Lodge for the first Regional Youth Conference. The conference, hosted by the Vernon School District, was planned in consultation with students and their support workers from all of the Districts in the region. “Teen Survival” was the theme chosen by the students and all the workshops were based on the concept of gaining the skills needed for the future. The keynote address and the workshop presenters were the responsibility of S.D. #23 Aboriginal cultural facilitator and coordinating teacher. Funding was provided by the Okanagan Mainline Regional Committee.

Aboriginal Career Fair

On May 5, 2004 over one hundred grade 9 and 10 students, with their advocates, attended the Tenth Annual Aboriginal Career Fair at Okanagan University College. The career fair offers an opportunity for students to meet with 75 to 100 presenters on the wide range of career opportunities available and also to participate in cultural activities.



Graduation Celebration



High school graduation is the goal of the Aboriginal Education Program, and we celebrated the success of 87 students on May 20, 2004. Four hundred students, parents and friends attended an honor banquet in the Student Services Building of Okanagan University College in recognition of this achievement. Westbank First Nation, Okanagan Indian Band, the Ki-Low-Na Friendship Society, the Kelowna Métis Association, the Okanagan Métis Children & Family Services, and Lake Country Native Association joined us in congratulating these successful students and their supporters.

Krystal Pierre performing at her Graduation celebration.

Goal #3:

To Offer Academic and Counselling Advocacy to Aboriginal students

Aboriginal Student Advocates

The advocates are the “front-line” workers in our program, providing the cultural connection and the emotional support where needed. Each student with Aboriginal ancestry was provided an Aboriginal student advocate. The advocate served as a link between home and school and, where appropriate, facilitated connections to the student’s Aboriginal culture.



Goal setting, career planning and specific problem solving in consultation with the student's family and community were made available through the Advocate. In 2002 - 2003, there were 16 advocates in the District.

"I thought you might like an update on what I've been doing for the past few years. Last year I fell into the wrong crowd and I skipped a lot so I got sent to Storefront and only passed a few Grade 10 courses. But now I'm back in school. I'm very proud to say that I'm working hard and hoping to catch up and grad with the rest of my class..... I feel so much happier and healthier....Thanks for all your help with my problems. It has really paid off. I am so healthy now and I am so happy."

-recent note to a middle school advocate from a former student

Safe Community Event

On October 31, 2003 thirty students from the Westside schools and their advocates were picked up by Westbank First Nation's bus to join in with the students and parents of Sensisyusten School for a community safety walk. After walking through the community in a safe and orderly way, they were given lunch, along with instructions about personal safety during Hallowe'en and at other times.

National Addictions Awareness Week "Walk in Balance"

On November 21, 2003 thirty elementary students with their advocates joined the participants at the Ki-Low-Na Friendship Society in a "Walk in Balance" procession through the streets of downtown Kelowna. Emphasizing the balance provided by the traditional medicine wheel, speakers reminded students of the importance of maintaining a healthy life style.

National Aboriginal Day Celebration

On June 21, 2004 over fifty elementary students with their Advocates participated in National Aboriginal Day events at the Ki-Low-Na Friendship Centre. They were treated to interactive sessions of art, stick games, and story telling. Lunch was provided and the students were able to celebrate with other Aboriginal students from across the District. Funding for this event was provided by the Aboriginal Education Program of S.D. #23.



Goal #4:

To offer all learners an opportunity to gain a greater awareness of Aboriginal culture and history.

This goal was mainly addressed by the Aboriginal Cultural Program. By seeing positive role models in their schools who presented accurate, authentic Aboriginal perspectives, Aboriginal students were able to validate their own identity. All students gained knowledge and a better understanding of the history and culture of the Okanagan and other Aboriginal people. Teachers also became learners and gratefully welcomed presenters to their classrooms.

Youth Conference Presentations

Aboriginal secondary student leaders had two opportunities to work with the teachers of the Central Okanagan Teachers Association to promote social justice in our schools.

1. On October 29, 2003 a team of eight Aboriginal secondary students presented a workshop, "With Own Voices" to SCOPE: a Social Justice conference of middle school students from across the District. This workshop, which introduced teenagers to the understanding of equality through the medicine wheel, was developed by the students under the guidance of the cultural facilitator. By delivering their presentation three times, they were able to share their experiences with approximately 90 students that day! The mostly non-Aboriginal participants rated this workshop as a highlight of the day.
2. On February 25, 2004 a team of ten Aboriginal secondary students presented a workshop to "Care and Make it Fair", a Social Justice conference for elementary aged students across the District. Under the leadership of the cultural facilitator, they offered the teachings of the medicine wheel through an interactive, dynamic activity. By sharing their own experiences, our students were able to provide participants with ideas of how they could initiate social justice projects in their own schools.

Out-of District Presentations

In the Fall of 2004, four secondary Aboriginal student leaders, who presented at the local youth conferences, travelled to Vancouver to make a presentation to teachers at the Aboriginal Teachers Association Conference at the UBC Long House. They described how they developed their student workshops and gave teachers a sample of some the activities that they used with the students.

This presentation was so well received that the panel was invited to return to Vancouver to present three workshops and a full school assembly at Queen Alexandria Elementary school in Vancouver. The students were given the responsibility of planning and delivering most of these presentations under the guidance of the cultural facilitator and coordinating teacher.



Siya: Year End Celebration

This annual celebration at the Sensisyusten House of Learning was another opportunity for the S.D. #23 Aboriginal Cultural Program to work collaboratively with Westbank First Nation. Ninety Aboriginal students from our elementary schools, along with their advocates, joined students from surrounding band and private schools to witness traditional ceremonies, to powwow dance, and to celebrate the “Siya”. This celebration was jointly funded by Westbank First Nation and the S.D. #23 Aboriginal Education Program.



Okanagan Language and Culture Course

Upon the request of several parents, the District began exploring the possibility of offering an Okanagan Language and Culture course in two Westside schools. Meetings with Westbank First Nation Chief and Council, School Administration and interested community members resulted in a recommendation to the Westbank First Nation for their endorsement.

In Fall of 2004, the first Okanagan Language and Culture course commenced at Constable Neil Bruce Middle school. This course, open to any students in grade 8 and 9, was sponsored by the vice-principal and taught by Okanagan Elder, Delphine Derickson. Students welcomed the opportunity to learn more about the Okanagan people and to begin to learn the language. The Cultural Program supported this class with guest presenters that offered “hands on” activities to augment the curriculum.

Kelowna Museum

An ongoing relationship with the Kelowna Museum provided unique learning opportunities for grade 4 students across the District. The B.C. Aboriginal Peoples curriculum was enhanced by a visit to the Kelowna Museum to view the Interior Salish materials and learn more about local history. The Aboriginal Culture program provided a presenter for each of these visits, to ensure that an authentic Aboriginal voice be part of the session. In all, 44 presentations were made in school year 2003/2004. An additional 30 presentations were made in Fall 2004.

First Nations Studies 12

This provincially approved elective course was successfully offered at Mt. Boucherie Secondary, Kelowna Secondary, and Rutland Secondary Schools. Under the direction of the Aboriginal cultural facilitator, local Aboriginal presenters offered cultural and historical content to augment the lessons provided by the classroom teachers. To assist these teachers with their presentation of local knowledge and culture, the Aboriginal cultural facilitator and coordinating teacher invited First Nation Grade 12 teachers to the Aboriginal Education Centre for two in-service workshops in 2003/04. In the Fall of 2004 another half-day session was provided to review the Provincial Exam for this course.

Curriculum Support

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. During the 2003/04 school year, 215 presentations in 38 different schools were made to classes from Kindergarten to grade 12, in subjects from music to mathematics! In the Fall of 2004, an additional 74 presentations were made.



Cultural Awareness Days

Large-scale Cultural Awareness Days, organized by the Cultural Department, were held at Davidson Road Elementary, George Pringle Elementary, Rutland Elementary, Helen Gorman Elementary, Dr. Knox Middle and Constable Neil Bruce Middle School.



The purpose of Awareness Days is to provide a significant number of the students in the school with a better understanding and appreciation of Aboriginal history and culture. To make these days truly meaningful, the Cultural Department worked closely with the schools to ensure that the students were prepared for the event. Background information, protocol requirements and various lesson plans were made available prior to these celebration days.

A variety of Aboriginal Nations were represented in workshops which included a balance of activities related to the Circle of Life. Students were able to participate in two to three different sessions. Topics included ethnobotany, traditional games, Circle of Life, and various art forms. Awareness Days begin and end with traditional opening and closing ceremonies.



Artist in Residence Program

A unique opportunity was made available to students at Rutland Senior Secondary School by the Aboriginal Cultural Program. John Yeltazie, a Haida carver, offered his expertise as an artist in residence at Rutland Senior Secondary. By donating a large pole of yellow cedar to the project, he was able to teach students the elements of design and to carve an Aboriginal artistic expression. Students were invited to work on the large carving as a group project, which eventually was installed as a permanent art piece in a prominent location in the school foyer.

On September 23, 2004, "N'ha'a'itk" was officially unveiled in a ceremony conducted by members of Westbank First Nation. It was erected in a place of honour on a specially constructed pedestal in the foyer of the school. As a gesture of good will and friendship, Westbank First Nation presented the principal of the school with their flag, which now hangs alongside the Canadian flag in the student common area - a visual acknowledgment of the Okanagan people.



Summer Aboriginal Culture Camp:

The 2004 week long Westbank First Nation Culture Camp was a very successful event. Sixty-five Aboriginal children registered in the program.

This was the first year that the camp was held outdoors (*at the Lindley family property*). Students had the opportunity to study ethnobotany and fisheries, try basket weaving, beading and painting, set up a tipi, hear Aboriginal stories, learn Aboriginal dances and songs, and play games in the vast open fields.

The camp instructors were rich in Aboriginal traditions and teachings. They were knowledgeable, empathetic, sincere and authentic, ensuring the camp was a truly special and unique experience for all of the children who attended. At the end of the week, parents and guardians were invited to a lunch and had the opportunity to view what their children had learned and created at the camp.

Other School District #23 Initiatives

Human Rights Exemption

To provide an opportunity for the District to select new staff (*advocates, cultural facilitator, cultural facilitator assistant,*) on the basis of Aboriginal ancestry, the Director of Human Resources sought and received an exemption from the Human Rights Commission to waive the requirement to disregard ancestry when hiring new staff. This has enabled the District to give preference to those of Aboriginal ancestry when hiring new staff to the Aboriginal Education Program.

Professional Development

To augment the training and personal experience that each advocate and Cultural Program staff member already possesses, staff members had access to a professional development fund. As self-directed professionals, they were able to select the activity that most directly fit their need. In 2003/04, three advocates attended conferences outside the District. In addition, all advocates attended the Regional Aboriginal Support Workers Conference held in Osoyoos and Penticton on April 8 and 9, 2004. Local workshops, including a day-long "Friends" presentation, (*suicide prevention*), were also attended by the advocates.

STUDENT PERFORMANCE INFORMATION – DISTRICT RESULTS

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

| Total Headcount and Percentage of Students Meeting or Exceeding Expectations | | | | | |
|--|---------------------|---------------|-------|------------|-------|
| Grade | | Language Arts | | Math | |
| | | Head Count | % | Head Count | % |
| K | All Students | 1223 | 90.35 | 1223 | 90.38 |
| | Aboriginal Students | 72 | 92.15 | 72 | 93.75 |
| 1 | All Students | 1438 | 87.92 | 1439 | 94.37 |
| | Aboriginal Students | 97 | 88.41 | 97 | 95.54 |
| 2 | All Students | 1438 | 88.72 | 1437 | 93.15 |
| | Aboriginal Students | 102 | 85.17 | 101 | 89.70 |
| 3 | All Students | 1554 | 85.87 | 1554 | 91.98 |
| | Aboriginal Students | 104 | 74.50 | 104 | 85.46 |

- Aboriginal and non-Aboriginal Kindergarten students showed comparable results at the end of the school year.
- In 2002/2003, 75% of the grade one Aboriginal students met or exceeded expectations in Language Arts compared to 85% of the non-Aboriginal students. In 2003/2004, 88% of the Aboriginal students met or exceeded expectations in Language Arts, outperforming the non-Aboriginal students.
- June 2004 primary report card results showed that a greater percentage of Aboriginal students were meeting and/or exceeding expectations in Math and Language Arts compared to previous years.

| Total Headcount and Percentage of Students Meeting or Exceeding Expectations | | | | | |
|--|---------------------|---------------|-------|------------|-------|
| Grade | | Language Arts | | Math | |
| | | Head Count | % | Head Count | % |
| 4 | All Students | 1709 | 91.26 | 1596 | 94.01 |
| | Aboriginal Students | 117 | 88.98 | 111 | 89.83 |
| 5 | All Students | 1755 | 89.61 | 1616 | 91.18 |
| | Aboriginal Students | 127 | 84.35 | 119 | 85.47 |
| 6 | All Students | 1768 | 93.77 | 1669 | 94.58 |
| | Aboriginal Students | 125 | 82.91 | 120 | 89.32 |

- Intermediate report card results showed that 83% - 88% of the Aboriginal students were meeting and/or exceeding expectations in Language Arts. The achievement gap between the Aboriginal students and non-Aboriginal students in Language Arts remained at 6% - 11% throughout the intermediate grades.

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

| Total Headcount and Percentage of Students Meeting or Exceeding Expectations | | | | | |
|--|---------------------|---------------|-------|------------|-------|
| Grade | | Language Arts | | Math | |
| | | Head Count | % | Head Count | % |
| 7 | All Students | 2025 | 88.33 | 1738 | 87.68 |
| | Aboriginal Students | 135 | 83.79 | 122 | 75.94 |
| 8 | All Students | 1898 | 94.25 | 1771 | 91.24 |
| | Aboriginal Students | 106 | 84.19 | 96 | 70.01 |
| 9 | All Students | 1950 | 88.70 | 1852 | 93.25 |
| | Aboriginal Students | 112 | 83.92 | 108 | 88.99 |

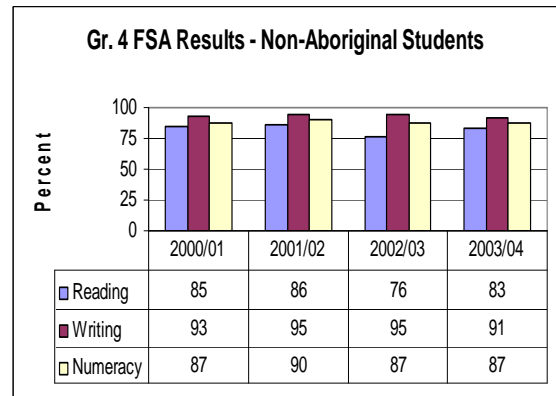
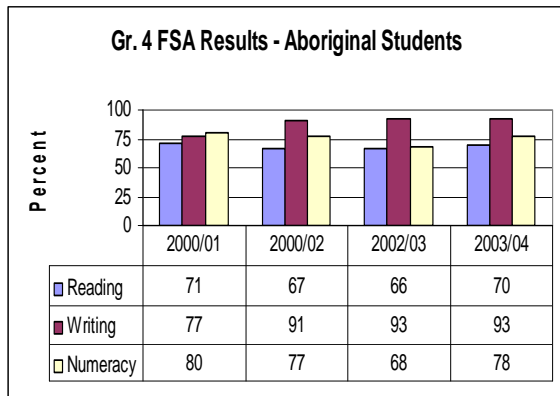
- Middle years report card results indicated 5% - 10% achievement gap in Language Arts between Aboriginal and non-Aboriginal students.
- In grade seven and grade eight, results showed 11% - 21% achievement gap in Math between Aboriginal and non-Aboriginal students.
- Comparing achievement in grade nine Math is difficult since students were enrolled in a variety of Math courses.

| Total Headcount and Percentage of Students Meeting or Exceeding Expectations | | | | | |
|--|---------------------|---------------|-------|------------|-------|
| Grade | | Language Arts | | Math | |
| | | Head Count | % | Head Count | % |
| 10 | All Students | 2012 | 92.31 | 2147 | 90.73 |
| | Aboriginal Students | 110 | 82.90 | 136 | 91.75 |
| 11 | All Students | 1984 | 94.41 | 2262 | 92.98 |
| | Aboriginal Students | 97 | 92.29 | 131 | 87.13 |
| 12 | All Students | 1988 | 99.00 | 983 | 93.66 |
| | Aboriginal Students | 107 | 98.04 | 30 | 78.34 |

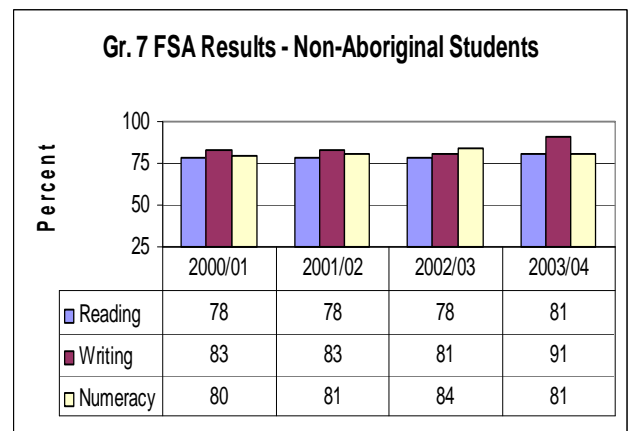
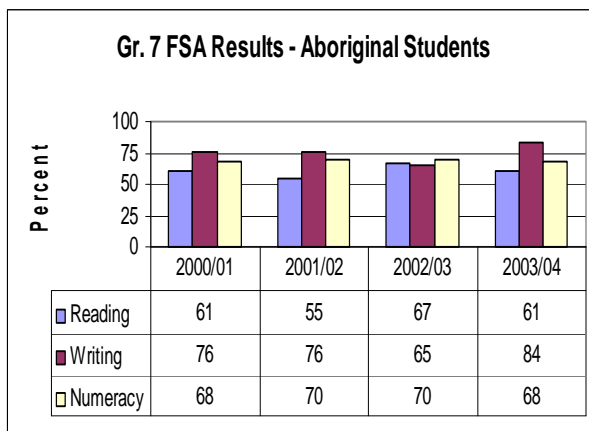
- At the secondary level, Aboriginal and non-Aboriginal students enroll in Language Arts and Math courses that represent a wide range of difficulty making comparisons unclear.
- Language Arts results reflect achievement in one or more of the following courses: English 10, English 11, Communications 11, 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

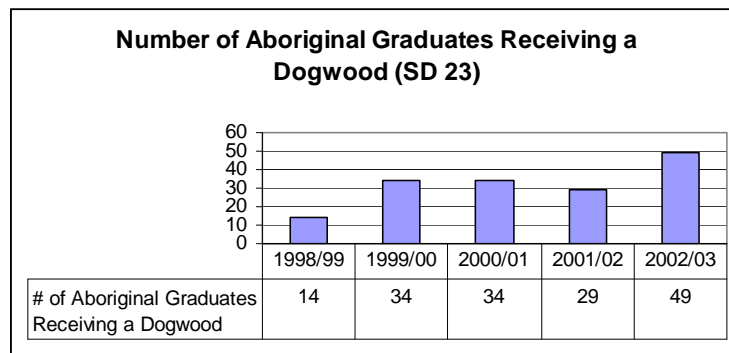
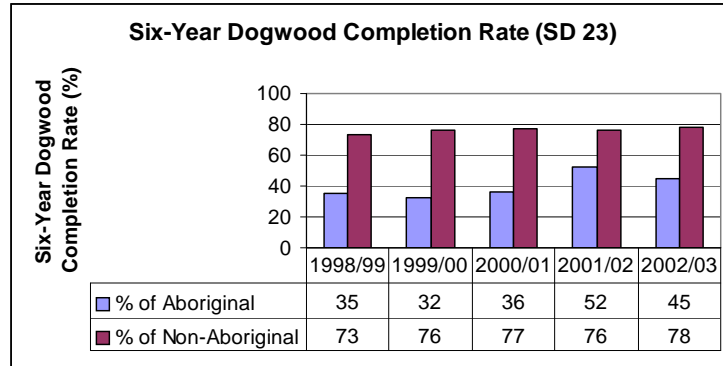


- Grade 4 FSA results clearly indicated significant improvement over last year's results. The District exceeds the Provincial average score in Reading by 2 percentile points while the District remains at the Provincial norm in the other two areas. Trend lines indicate that further intervention is required to support Aboriginal students in the areas of Reading and Numeracy.
- Grade 4 Aboriginal students continue to show improvement in meeting the expectations for Writing. The Writing score remains above the District target of 90% meeting or exceeding expectations.
- In terms of participation, 95% of the grade 4 Aboriginal students participated in the grade 4 FSA while the Province averaged less than 91%.



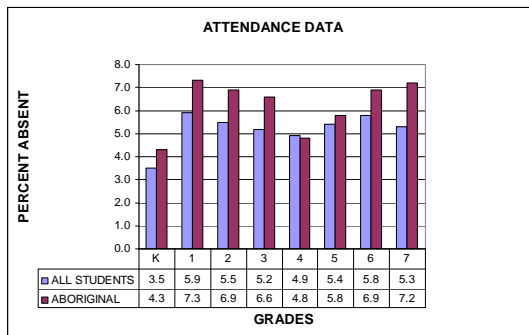
- Grade 7 Aboriginal students continue to show significant improvement in meeting and/or exceeding expectations in Writing.
- Reading results have shown a slight decline from 2002/2003..
- Trend lines indicate that further intervention is required to support Aboriginal students in the areas of Reading and Numeracy.
- Participation rates were identical to the Province for Aboriginal students in grade 7.

ABORIGINAL STUDENT GRADUATION RESULTS



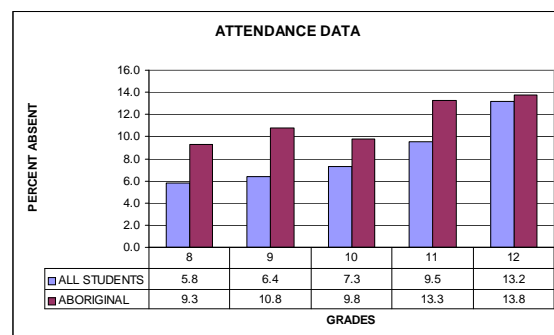
The Ministry of Education was unable to provide 2003/2004 graduation rates/school completion data.

ATTENDANCE DATA

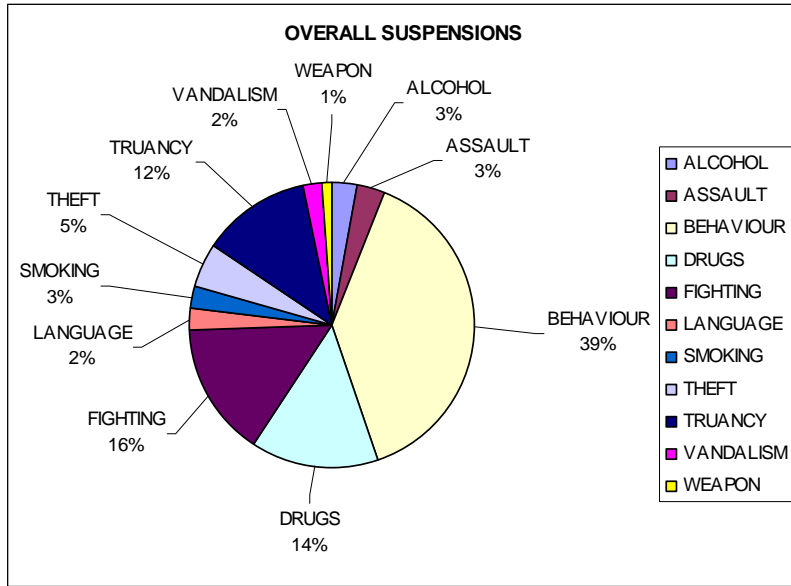


- In grades 1-3, absenteeism was slightly higher for Aboriginal students.
- In grade four and grade five, absenteeism was comparable between Aboriginal and non-Aboriginal students.
- In grade six and grade seven, the gap in absenteeism became slightly more significant.

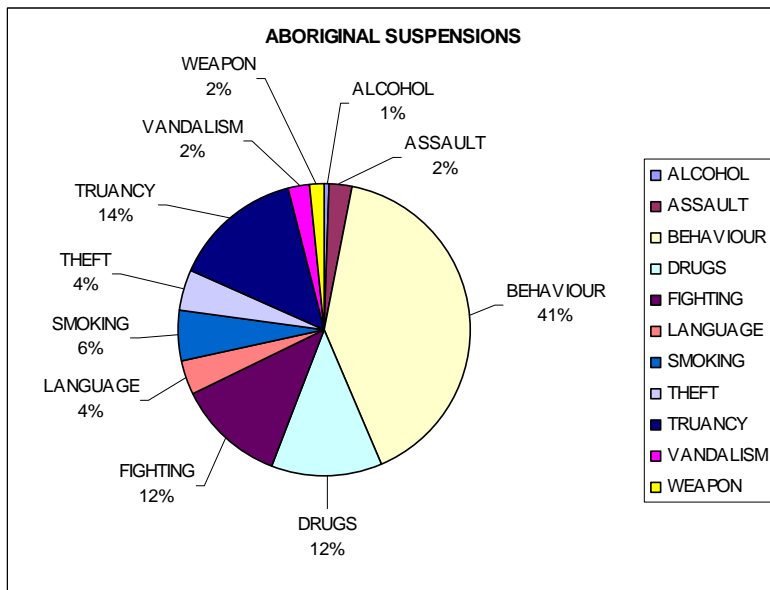
- Absenteeism became increasingly more frequent for Aboriginal students at the middle and secondary levels.
- The absenteeism gap became particularly worrisome in grades eleven and twelve as Aboriginal students were absent almost 14% of the time.



DISCIPLINE DATA – DEFINITE SUSPENSIONS



- 2063 definite suspensions were recorded for overall student population of 22,005.
- Definite suspensions for overall student population = 9.4%



- 326 definite suspensions were recorded for Aboriginal student population of 1,482.
- Definite suspensions for Aboriginal student population = 22%.

CONCLUSION: OUR FUTURE VISION

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

In preparation for the development of an Enhancement Agreement, Sterling Consulting has been contracted to conduct an evaluation of the District's Aboriginal Education Program. The final report will be available November 30th, 2005. It is anticipated that recommendations from Sterling Consulting's Report will serve to guide the development of the District's first Enhancement Agreement. It is hoped that the Enhancement Agreement will be finalized by Spring 2006.

The District and the Aboriginal Education Committee are committed to developing an Enhancement Agreement for the 2005/2006 school year in order to establish reasonable and attainable performance goals that foster parity with non-Aboriginal students.

To address specific performance and delivery expectation, 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 (pre-school, K-12);
6. commit to regular reporting of results with integrity to include an evaluation and reporting process on the outcomes of the Enhancement Agreement;
7. ensure that the Aboriginal Education Program include a focus on continuous improvement in the academic performance of its students; 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, please contact:

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

Please note: The following appendixes provide further information regarding the Aboriginal Education Program including the Terms of Reference, 2003/2004 budget statement, Advocate assignments, and the First Nations Certified Education Assistants (FNCEA) school assignments.

APPENDIX

appendix a

School District No. 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)
2003-04 Aboriginal Funding and Budget

| Funding | 2003-04 Actual FTE | Per Student Funding | 2003-04 Budget | Actual to Jan 31/04 |
|--|--------------------------|---------------------------|-------------------|---------------------------|
| Total FTE | 1,480.50 | 950.00 | 1,406,475 | |
| Surplus Carryforward | | | 77,541 | |
| Total Targeted Funding | | | 1,484,016 | |
| Budget | | | | |
| Allocation to Schools | | | | |
| School Surplus Allocations | | | 16,010 | 3,015 |
| Secondary Allocations | 325 | 150.00 | 48,750 | 11,440 |
| Total Allocation to Schools | | | 64,760 | 14,455 |
| District Allocation | | | | |
| | FTE | | | |
| Teacher Salary | 1.00 | 63,700 | 63,700 | 32,451 |
| Advocates Salaries | 15.00 | 30,968 | 464,520 | 238,934 |
| Cultural Facilitator Salary | 1.00 | 32,090 | 32,090 | 12,879 |
| Cultural Facilitator Assistant Salary | 0.57 | 28,724 | 16,373 | 5,496 |
| CEA Salaries | 13.50 | 30,968 | 418,057 | 182,569 |
| Staff Benefits | | | 240,845 | 119,200 |
| Professional Development-Support Staff | | | 3,000 | 1,065 |
| Mileage | | | 13,500 | 4,764 |
| Cultural Supplies | | | 30,000 | 12,924 |
| General Teaching Supplies | | | 33,000 | 12,264 |
| Westbank Language Camp | | | 8,000 | 0 |
| Telephone/Admin | | | 3,200 | 1,851 |
| General District Level Account (Unallocated) | | | 92,972 | -16,381 |
| Subtotal District Spending | | | 1,419,256 | 608,016 |
| Total Expenses | | | 1,484,016 | 622,471 |
| | | Balance Left | 0 | |

appendix c

First Nations Student Advocate – School Assignments 2003/2004

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

appendix d

2003/2004 Certified Education Assistant (CEA) Support

| Elementary Schools | FN Students w/ CEA Support |
|---------------------------|-----------------------------------|
| A.S. Matheson | 29 |
| Anne McClymont | 4 |
| Bankhead | 21 |
| Belgo | 25 |
| Black Mountain | 14 |
| Casorso | 12 |
| Chief Tomat | 24 |
| Davidson Road | 16 |
| Dorothea Walker | 8 |
| Ellison | 9 |
| George Pringle | 38 |
| Glenmore | 14 |
| Glenrosa | 18 |
| Helen Gorman | 9 |
| Hudson Road | 18 |
| North Glenmore | 12 |
| Oyama | 3 |
| Peachland | 7 |
| Pearson | 21 |
| Peter Greer | 22 |
| Quigley | 22 |
| Raymer | 13 |
| Rose Valley | 2 |
| Rutland | 13 |
| Shannon Lake | 2 |
| South Kelowna | 7 |
| South Rutland | 16 |
| Springvalley | 28 |
| Watson Road | 8 |
| Total Elementary | 435 |
| Middle Schools | FN Students w/ CEA Support |
| C.N.B. | 34 |
| Dr. Knox | 23 |
| Glenrosa Middle | 24 |
| K.L.O. | 18 |
| R.M.S. | 37 |
| S.M.S. | 35 |
| Total Middle | 171 |
| Secondary Schools | FN Students w/ CEA Support |
| George Elliot | 10 |
| K.S.S. | |
| M.B.S.S. | |
| O.K.M. | |
| R.S.S. | |
| Central School | |
| Storefront School | |
| Total Secondary | 10 |
| Total All Schools | 616 |