



School District No. 23 (Central Okanagan)

ABORIGINAL EDUCATION PROGRAM

Eighth Annual Report

September 2010 – June 2011



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Approved by: School District No. 23 (Central Okanagan)
Aboriginal Education Council



Westbank
First Nation



Ki-Low-Na
Friendship
Society



Lake Country
Native
Association



Okanagan
Indian Band



Kelowna Métis
Association



Okanagan
Nation
Alliance



School District No.23
(Central Okanagan)

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Aboriginal Education Program Staff

Introduction

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

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

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, Inuit, or Métis ancestry. Since 2004, the Aboriginal student population has continued to increase. In 2010 - 2011, 2,169 students claimed Aboriginal ancestry, which equates to 10% of the total student population.

Staffing has fluctuated according to need and, as of this date, the program employs 30 Aboriginal Advocates, 31 Certified Education Assistants (at various hours per week), 6 Secondary Tutors, a Cultural Facilitator and Cultural Assistant, a full-time clerical position and a District Principal. Various local Aboriginal people provide support to the culture program as needed on an honorarium basis.

This report serves as a means to outline some of the relevant District-wide achievement data and provide a focus for continued discussion about the goals of Aboriginal Education in the District.

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



***Grade 2 & 3
Primary Winter Gathering
at Central School***

Aboriginal Education Council

The District's Aboriginal Education Committee was formed in 2002, and met monthly over the years to provide recommendations for program enhancements and budget expenditures. In March 2010, the Board of Education approved a significant change in meeting structure. Terms of Reference were approved for the newly-formed Aboriginal Education Council (AEC) and Aboriginal Education Advisory Committee (AEAC).



“Our Council continuously strives for the success, growth and development of our students on or off reserve. We promote cultural awareness and Aboriginal identity.

Our goals are to apply and exert our efforts for our students’ educational achievement.”

Lorrie Hogaboam, Westbank First Nation

Aboriginal Education Council Members:

Westbank First Nation (WFN)	Denise Clough, Raf De Guevara, Delphine Derickson, Lorrie Hogaboam (Chair), Loretta Swite (alternate)
Okanagan Indian Band	Mollie Bono, Kevin Ned (alternate)
Okanagan Nation Alliance	James Coble
Ki-Low-Na Friendship Society	Mike Evans, Edna Terbasket
Kelowna Métis Association	Val Richards
Lake Country Native Association	Ann Bell
Aboriginal Parent & Family Education Council	Michelle Price, Jill Setah, Deb Fuller (alternate)
Central Okanagan School District No. 23 Board of Education	Moyra Baxter, School Trustee Jeff Watson, School Trustee Wayne Horning, Alternate School Trustee Representative
Central Okanagan School District No. 23 Representatives (Non-voting)	Hugh Gloster, Superintendent of Schools Terry-Lee Beaudry, Assistant Superintendent of Schools Don Fiddler, Acting Principal - Aboriginal Education Program



The SD No. 23 Aboriginal Parent & Family Education Council

are pleased to announce the following Executive Board, elected on Tuesday, June 15th, 2010, at the Ki-Low-Na Friendship Centre:

Chair	Marie James
1st Vice Chair	Deb Fuller
2nd Vice Chair	Jill Setah
Secretary	Becky Clarke
AEC Parent Rep	Michelle Price
AEC Parent Rep	Jill Setah
AEC Parent Rep (Alternate)	Deb Fuller

OUR MISSION STATEMENT

The Aboriginal Parent & Family Education Council (APFEC) will support, encourage and advance the quality of education provided; as well as promote and enrich Cultural Awareness and Identity within all our Aboriginal Children in School District No. 23. We will also provide an opportunity for communication so that all parents will have a voice on issues relating to our Aboriginal children within the school system.

Total Number and Percent of Students Identifying Themselves as Aboriginal

Over 2,000 Aboriginal students self-identify each year. The District's Aboriginal students represent over 61 Bands and Nations from across Canada including status, non-status, Inuit, and Métis. Approximately 2.3% of all Aboriginal students (40 students) are from the Okanagan Nation. Seven Bands representing approximately 6% of all Aboriginal students (100 students) live on reserve.

PERCENT OF STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District			Province *		
	All Students #	Aboriginal Students #	%	All Students #	Aboriginal Students #	%
99/00	23,045	1,141	5.0	635,462	44,771	7.0
00/01	23,045	1,248	5.4	632,506	46,885	7.4
01/02	22,983	1,328	5.8	630,050	48,941	7.8
02/03	22,611	1,411	6.2	621,201	50,396	8.1
03/04	22,418	2,219	9.9	615,184	65,083	10.6
04/05	22,236	2,199	9.9	606,384	65,846	10.9
05/06	22,099	2,271	10.3	599,492	65,960	11.0
06/07	21,889	2,251	10.3	587,818	64,787	11.0
07/08	21,677	2,236	10.3	583,623	64,346	11.0
08/09	21,737	2,269	10.4	579,488	63,143	10.9
09/10	21,822	2,225	10.2	580,486	61,828	10.7
10/11	Data is not available					

*Public schools only.

In June 2011, 2,169 Aboriginal students were enrolled in School District No. 23.

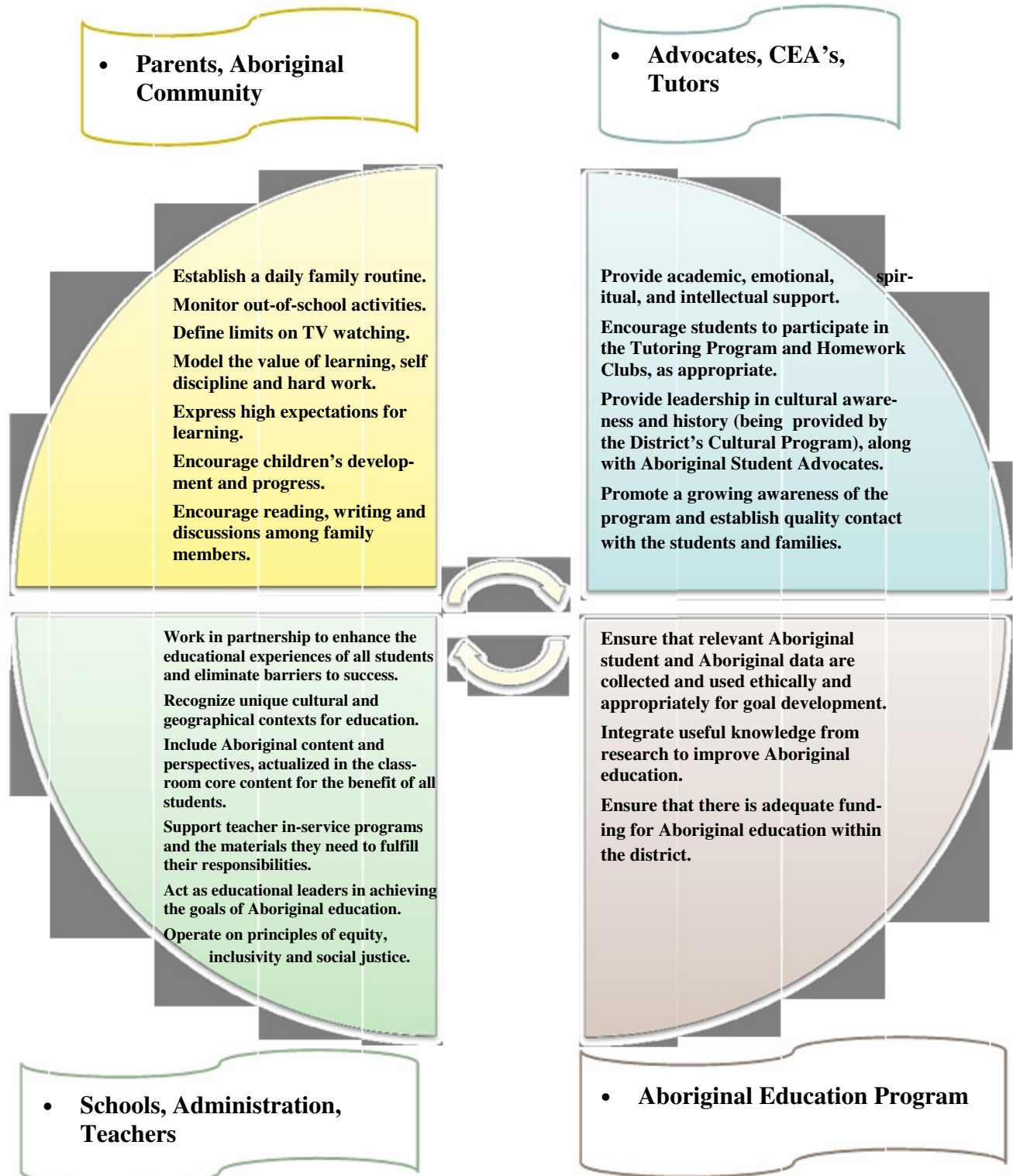


Teaching the Okanagan Honour Song at the Annual Grade 12 Retreat

Circle of Responsibilities

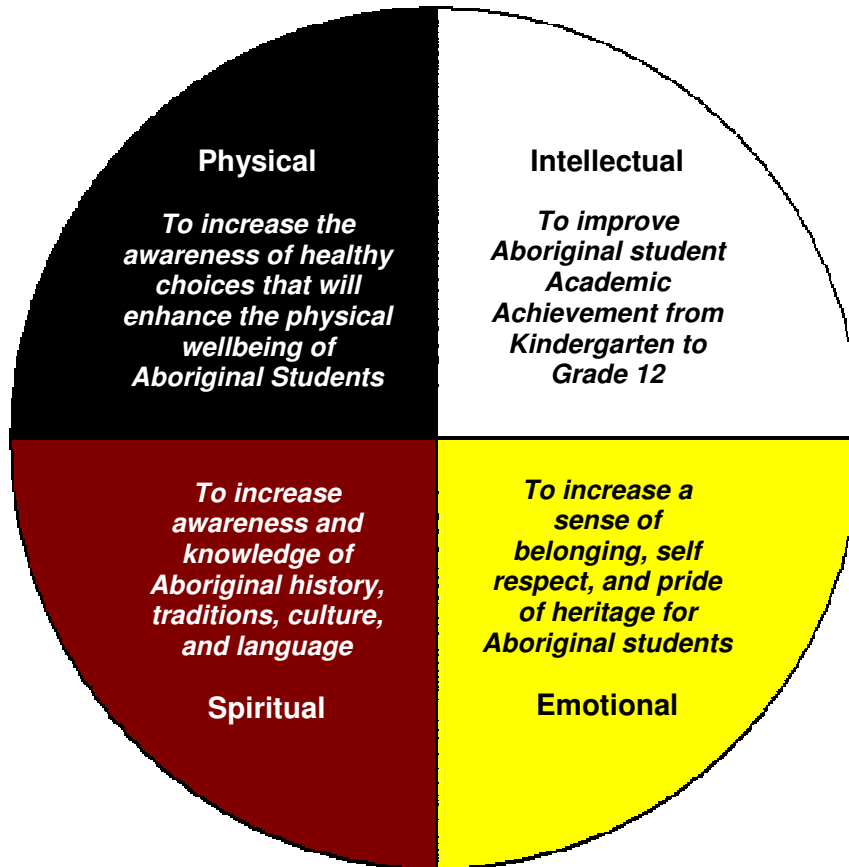
During the 2010 - 2011 school year, an extensive program review was undertaken that was inclusive of students, teaching staff, Advocates, administrators and parents. There was overwhelming consensus that the success of Aboriginal students was contingent upon strong and effective partnerships between all sectors of the Aboriginal and educational community. The program review established that parents and families are paramount in the success of Aboriginal students in school.

Shared Circle of Responsibilities to Support Aboriginal Students



Goals of the Enhancement Agreement for School District No. 23 (Central Okanagan)

The following goals, reflecting the teachings of the Medicine Wheel, support the emotional, spiritual, physical, and intellectual development of Aboriginal students in School District No. 23 (Central Okanagan).



Aboriginal grade 12 students from the five secondary schools join together to create their Honour Drums at the Grad Retreat



Emotional Goal

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

Rationale

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



Drum Training at Lake Country Native Association Youth Group

Data from winter 2011 student surveys and focus groups indicates that 77% of the District's Aboriginal students take part in Aboriginal program activities and 344/400 express pride in being Aboriginal, while 83% feel respected by others in the school. These results have steadily improved over the five years of the Enhancement Agreement.

Objective:

Improved attendance rates and decreased tardiness rates for Aboriginal students.

Attendance continues as a concern. District data indicates that Aboriginal students are significantly more likely to have attendance issues. This is particularly true of middle school students in single family living arrangements.

Objective:

Decreased suspension rates for Aboriginal students.

This objective is not yet being met. Aboriginal students are being suspended at a rate 3 times that of non-Aboriginal students.

Objective:

Increased Aboriginal student recognition in areas such as academics, athletics, citizenship, leadership and fine arts.

Reports from schools, Advocates and community indicate that the majority of Aboriginal students are actively engaged in, and excelling in, all facets of school and community life. (This will be a continued focus in the next school year.)

Objective:

Increased and improved satisfaction survey participation from Aboriginal students.

Students report a high level of satisfaction at the middle and secondary levels. 81% of middle/secondary Aboriginal students report doing well or very well in school, with 85% expressing satisfaction with the quality of education received.

Spiritual Goal

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

Rationale

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

Survey results as well as focus group discussions reflect a need for greater emphasis on Aboriginal culture throughout the grades and curriculum.

Objective:

Increased number of students successfully completing BC First Nations Studies 12.

Achievement is on target; however, the 8.11% failure rate remains a concern.

Objective:

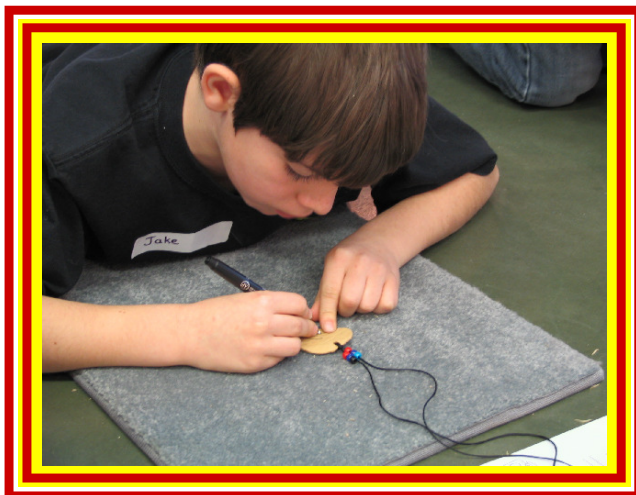
Increased number of Aboriginal students enrolled in an Okanagan Language program in elementary, middle and secondary schools.

Presently this objective is not being addressed. The School District has struggled to put in place a viable, educationally defensible Okanagan Language curriculum. Issues with recruiting qualified teachers, student enrolment, and timetabling delayed implementation during the 2010 - 2011 school year.

Objective:

Increased number of Aboriginal students participating in school-based and district activities (K - 12).

District data is showing that an increasing number of Aboriginal students are participating in school-based and district activities. Parent, teacher and student comments from the Aboriginal Program Review, speak to more Aboriginal students being actively engaged in school events.



***Art Bundles Workshop at
the Kelowna Art Gallery***

Physical Goal

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

Rationale

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

Objective:

Decreased number of students hungry in school.

All schools are involved in the Bag Lunch Program for students in need. Breakfast clubs are available at a few schools and Advocates often provide nutritional snacks in the Gathering Rooms. Data shows a decreased number of students feeling hungry in school over five years, with more students bringing lunch to school. Parents have expressed appreciation with the Advocates' provision of food and 70% were satisfied or very satisfied with the healthy choices.

Objective:

Decreased number of students involved in drug misuse.

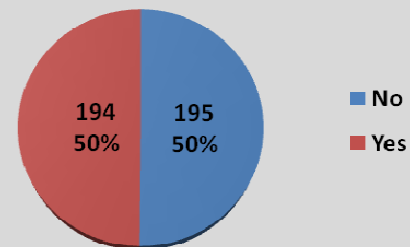
This continues to be a concern with drug-related incidents amongst Aboriginal students being three times that of Non-Aboriginal students.

Objective:

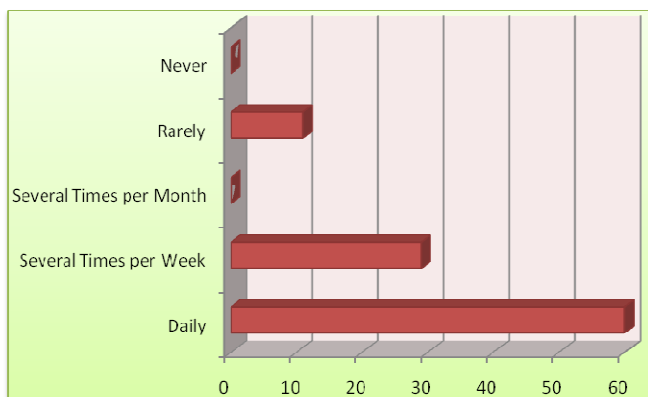
Decreased number of students smoking.

Anecdotal data from the 2010 Aboriginal Education Program Review hints to a decrease in the overall number of Aboriginal students smoking; however, more information needs to be gathered in order to determine if school cessation programs are making a difference.

12. Do you participate in extra-curricular activities (at lunch or after school) at your school?



How often does your child engage in physical activities? (%)



Objective:

Decreased number of reported incidences involving students using alcohol.

In 2009, Aboriginal students were involved in 7 out of 39 alcohol-related incidents.

Objective:

Increased student participation in active living.

50% of middle/secondary students report being involved in extra-curricular activities.

Intellectual Goal

To improve Aboriginal Student Academic Achievement (K-12)

Rationale

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

Objective:

Increased graduation rate with Dogwood completion.

This objective is on target with 90% of Aboriginal students being successful year-to-year and the 6-year Dogwood completion rate rising from 45% in 2002 to 60% in 2010.

Objective:

Increased number of K - 9 students fully meeting/exceeding expectations in reading, writing and numeracy.

Data is showing a lessening of the gap between Aboriginal and Non-Aboriginal students. District report card results indicate 98% of Grade 7 - 9 Aboriginal students are demonstrating passing grades, with 23.5% of students achieving 3.5 - 4.0 grade level standing.

Objective:

Increased student performance and participation in grades 10 - 12 provincial exams.

There has been an improvement in the participation in provincial exams. However; the failure rate of 16% at grade 10 is a concern. Data indicates that the performance gap is still evident as students move into secondary courses; however, there is a lower failure rate in Grades 11 & 12 than at the Grade 10 level. Aboriginal students that reach Grade 12 have attained a 90% success rate during the past three years.

Objective:

Increased transition rates from K-12.

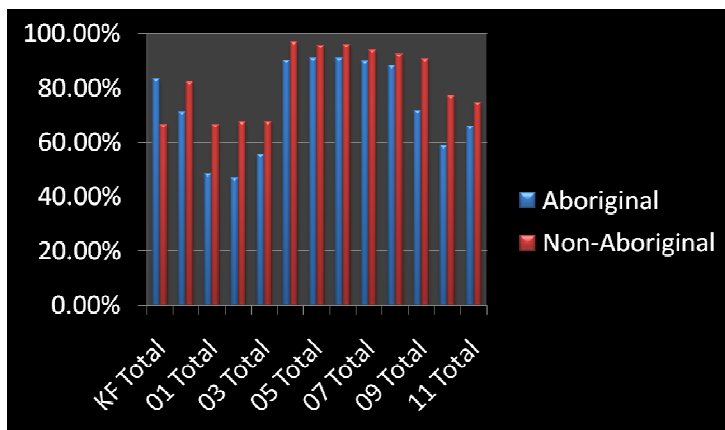
Data shows the district is on target to meet this objective.

Student Performance Indicators - Early Learning Profile

The Early Learning Profile is a District assessment designed to assess vulnerability as well as inform instructional practice to support struggling learners.

	Total Number of Aboriginal Students				Number and Percentage of Students at Risk			
Grade	2007/08	2008/09	2009/10	2010/11	2007/08	2008/09	2009/10	2010/11
Kindergarten	95	127	114	147	30 (31%)	51 (40%)	37 (28%)	52 (35%)
Grade 1	134	103	129	115	52 (44%)	32 (31%)	46 (36%)	35 (30%)
Grade 2	132	134	114	137	34 (25%)	33 (25%)	32 (28%)	27 (20%)
Grade 3	150	133	146	126	44 (29%)	27 (20%)	29 (16%)	19 (15%)

School District No. 23 Readiness Levels (2009 - 2010)



Percentage of Final Marks Gr. 7 - 9 (2009 - 2010)

Grade	A	C-% (F)
7		
Aboriginal	28.55	9.67 (1.10)
Non-Aboriginal	42.78	4.49 (0.52)
8		
Aboriginal	20.66	17.58 (2.14)
Non-Aboriginal	38.99	5.84 (1.12)
9		
Aboriginal	20.55	11.75 (3.46)
Non-Aboriginal	37.76	7.27 (1.09)

Elementary Aboriginal students tend to have only slightly lower results than Non-Aboriginal students as they progress through the early grades and courses. Aboriginal students have a high percentage of A and B letter grades at this level, regardless of family status, with almost 50% of students achieving at the Grade A and B level.

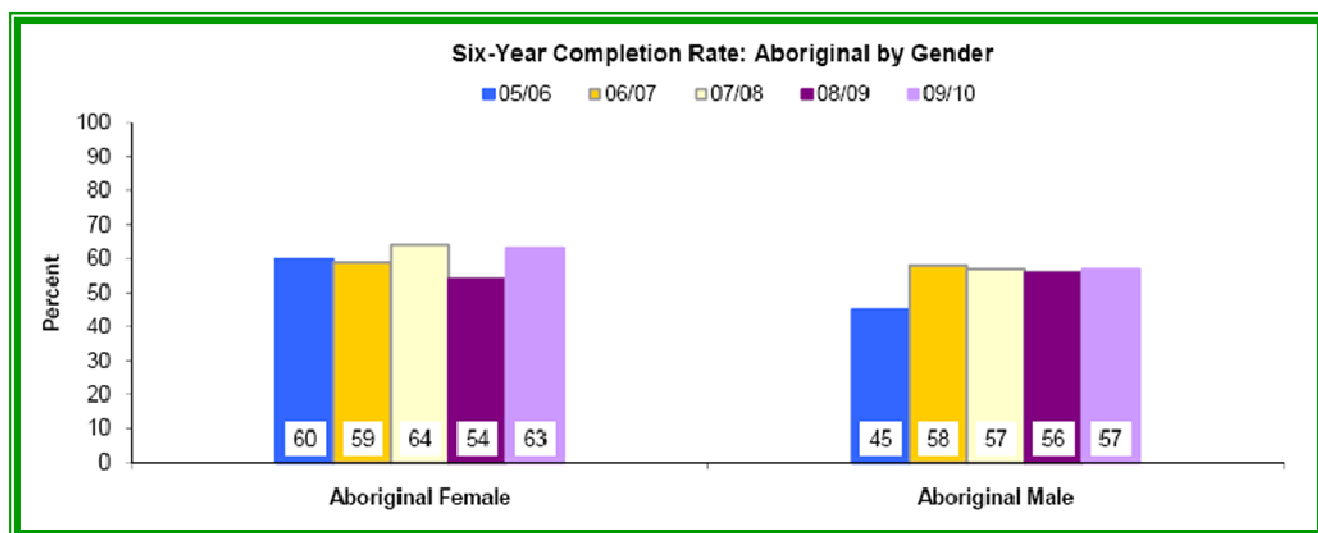
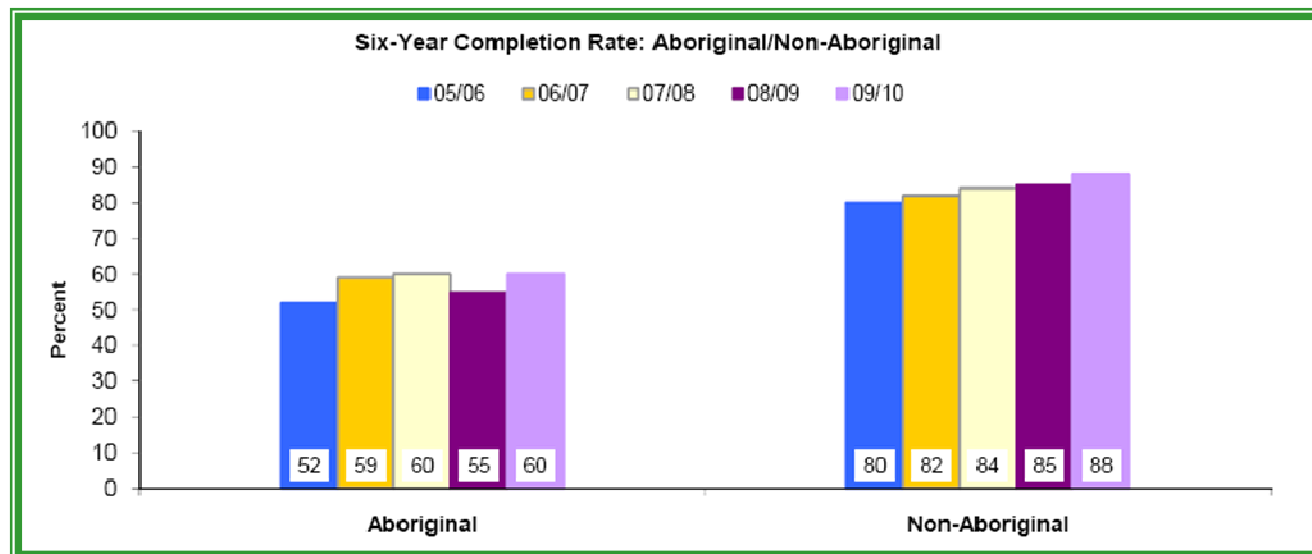
There is an increased gap in performance as Aboriginal students move through the middle grades, although the failure rate is still very low.

Aboriginal Students Grade 4 - 7 Achievement (50+% A or B)

Family Status	A	B	C+	C	C-	F
Aunt			16.67%	16.67%	66.67%	
Both Parents	17.59%	35.99%	26.79%	13.40%	6.22%	
Father	7.41%	35.19%	20.37%	29.63%	7.41%	
Father and Stepmother		11.11%	50.00%	11.11%	27.78%	
Foster Father			33.33%	66.67%		
Foster Mother			50.00%	50.00%		
Foster Parents		20.00%	13.33%	53.33%	13.33%	
Friend					100.00%	
Grandfather		33.33%	66.67%			
Grandmother	9.09%	27.27%	18.18%	9.09%	36.36%	
Grandparents	6.25%	18.75%	31.25%	28.13%	15.63%	
Guardian				66.67%	33.33%	
Joint Custody	26.67%	23.33%	30.00%	6.67%	13.33%	
Ministry of Children & Families			33.33%	33.33%	33.33%	
Mother	13.88%	28.19%	20.48%	23.35%	12.78%	1.32%
Mother and Stepfather	8.33%	36.90%	26.19%	13.10%	13.10%	2.38%
Stepfather				100.00%		
Unknown	8.33%	25.00%	41.67%	25.00%		

SIX-YEAR COMPLETION RATE, 2005/06 - 2009/2010

The Six-Year Completion rate is the percent of Grade 8 students who graduate with a Certificate of Graduation. It is anticipated that the 2010 - 2011 graduation rate will be near 65%. Ministry results are expected to be released in February 2012.



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

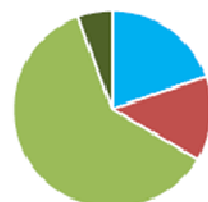
District Aboriginal Gr. 4 and Gr. 7 FSA Results Compared with District Non-Aboriginal FSA Results

The Foundation Skills Assessment is an annual province-wide assessment of British Columbia students' academic skills, and provides a snapshot of how well BC students are learning foundation skills in Reading Comprehension, Writing, and Numeracy. The assessment is administered annually to Grade 4 and 7 students in public and provincially-funded independent schools. Parental permission is required, and participation has fallen over the last few years. Parents should be aware that the FSA results reflect a brief snapshot of student achievement and in no way replace or supersede the ongoing, year-long assessment of the classroom teacher as reflected on report cards.

FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 4

GRADE 4: ABORIGINAL

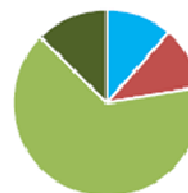
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	172	93	12	7	38	22	109	63	13	8
08/09	180	91	17	9	29	16	115	64	19	11
09/10	158	80	31	20	22	14	96	61	9	6



■ Performance Level Unknown
■ Not Yet Meeting
■ Meeting
■ Exceeding

GRADE 4: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	1282	97	42	3	154	12	898	70	188	15
08/09	1381	94	87	6	146	11	953	69	195	14
09/10	1353	89	155	11	146	11	882	65	170	13



■ Performance Level Unknown
■ Not Yet Meeting
■ Meeting
■ Exceeding

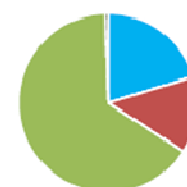
Presenting a legend at the Winter Gathering



FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

GRADE 4: ABORIGINAL

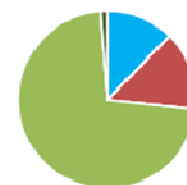
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	172	92	14	8	67	39	91	53	0	0
08/09	180	90	18	10	26	14	135	75	1	1
09/10	158	80	32	20	22	14	103	65	1	1



- Performance Level Unknown
- Not Yet Meeting
- Meeting
- Exceeding

GRADE 4: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	1282	96	49	4	379	30	822	64	32	2
08/09	1381	93	102	7	148	11	1100	80	31	2
09/10	1353	88	166	12	195	14	974	72	18	1



- Performance Level Unknown
- Not Yet Meeting
- Meeting
- Exceeding

FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

GRADE 4: ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	172	92	14	8	33	19	117	68	8	5
08/09	180	92	14	8	39	22	110	61	17	9
09/10	158	82	29	18	27	17	93	59	9	6



- Performance Level Unknown
- Not Yet Meeting
- Meeting
- Exceeding

GRADE 4: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	1282	97	42	3	185	14	912	71	143	11
08/09	1381	94	85	6	195	14	960	70	141	10
09/10	1353	89	153	11	219	16	856	63	125	9



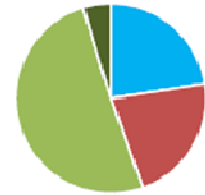
- Performance Level Unknown
- Not Yet Meeting
- Meeting
- Exceeding

There has been steady improvement in the performance of Grade 4 Aboriginal Students, with fewer students falling in the *Not Yet Meeting* category. For example, over three years, the percentage of students *Not Yet Meeting* expectations in Reading has fallen from 22% to 14%, and in Writing, the number of students meeting expectations has improved from 53% in 2008 to 66% in 2010.

FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

GRADE 7: ABORIGINAL

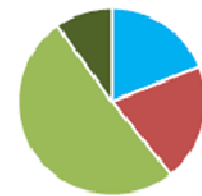
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	184	90	19	10	64	35	98	53	3	2
08/09	199	91	18	9	55	28	110	55	16	8
09/10	191	77	43	23	42	22	97	51	9	5



- Performance Level Unknown
- Not Yet Meeting
- Meeting
- Exceeding

GRADE 7: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	1564	96	63	4	380	24	964	62	157	10
08/09	1484	92	112	8	298	20	917	62	157	11
09/10	1596	81	301	19	325	20	813	51	157	10

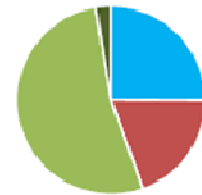


- Performance Level Unknown
- Not Yet Meeting
- Meeting
- Exceeding

FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

GRADE 7: ABORIGINAL

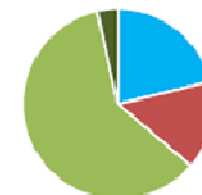
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	184	88	23	13	56	30	99	54	6	3
08/09	199	89	22	11	66	33	110	55	1	1
09/10	191	75	48	25	37	19	101	53	5	3



- Performance Level Unknown
- Not Yet Meeting
- Meeting
- Exceeding

GRADE 7: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	1564	95	77	5	254	16	1143	73	90	6
08/09	1484	91	127	9	289	19	999	67	69	5
09/10	1596	79	338	21	240	15	962	60	56	4

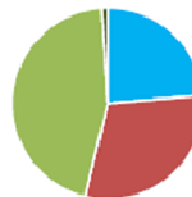


- Performance Level Unknown
- Not Yet Meeting
- Meeting
- Exceeding

FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

GRADE 7: ABORIGINAL

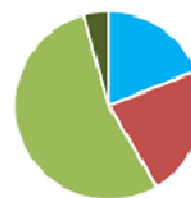
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	184	89	20	11	77	42	86	47	1	1
08/09	199	89	22	11	78	39	97	49	2	1
09/10	191	76	45	24	58	30	86	45	2	1



- Performance Level Unknown
- Not Yet Meeting
- Meeting
- Exceeding

GRADE 7: NON-ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	1564	96	64	4	423	27	989	63	88	6
08/09	1483	93	107	7	429	29	863	58	84	6
09/10	1596	81	303	19	360	23	863	54	70	4



- Performance Level Unknown
- Not Yet Meeting
- Meeting
- Exceeding

Results indicate that there has been a steady and continuous narrowing of the gap between Aboriginal and Non-Aboriginal student performance during the last three years. In all three categories, the number of students *Not Yet Meeting* expectations has fallen an average of 12%. In numeracy, although there has been improvement, the percent of students *Not Yet Meeting* expectations remains high (30%).



Primary students at the Winter Gathering

Hoop Drum demonstration at Springvalley Elementary School



Course Options Leading to Graduation

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

2009/2010 Statistics for Ministry Mandated Coursework

Course	Aboriginal C- (Pass) or Better	Non-Aboriginal C- (Pass) or Better	Aboriginal C+ (Good) or Better	Non-Aboriginal C+ (Good) or Better
English 10	91% (159)	97% (1619)	51% (90)	72% (1200)
Principles of Math 10	82% (72)	96% (1167)	39% (34)	62% (750)
Essentials of Math 10	86% (64)	93% (233)	35% (26)	40% (100)
Applications of Math 10	85% (17)	95% (240)	45% (9)	54% (137)
Science 10	90% (145)	96% (1577)	53% (86)	69% (1135)
BC First Nations 12	95% (37)	96% (140)	59% (23)	63% (92)
English 12	98% (101)	99% (1433)	51% (53)	69% (997)
Communications 12	97% (34)	100% (223)	57% (20)	50% (111)

Strategies to Enhance Intellectual Performance

Advocates

- The Aboriginal Education Council (AEC) voted to hire additional Advocates to provide emotional, social, cultural and academic support to elementary students. (With additional staffing for the 2011 - 2012 school year, all of the Advocate caseloads will be slightly reduced, enabling more one-to-one time.)

Certified Education Assistants (CEAs) in Elementary and Middle Schools

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

Tutors in Secondary Schools

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

Program Achievements Toward Educational Goals

- Improved six-year Dogwood Completion Rate from 45% (2002) to 60% (2010).
- Over 3 years 90% success rate in grade 12.
- Improved readiness levels in elementary schools.
- Almost 50% of Grades 4 - 7 receiving As and Bs in Language Arts and Mathematics on report cards.
- Improved Recording System for Advocates to monitor and support student success.
- Program staffing available in every school.
- Greatly improved staffing levels.
- Improved support of program amongst all stakeholders.

Annual Graduation Retreat



Drum lacing activity at the Grad Retreat

A number of students commented that “it was an amazing experience” and that it brought people closer together. Another said, “It provides you with opportunities to find yourself.” All left inspired with a new understanding of the importance of Aboriginal culture, and committed to continuing their personal journey of learning their history, traditions, and culture.

On April 31, 2011, Aboriginal students journeyed to Silver Lake Forestry camp for an overnight retreat to prepare for their ceremony in May. One student commented, “It is an unbelievable way to realize how beautiful and how dynamic Native culture is and where you fit into it”.

While at the camp, students bonded through participation in various cultural activities including drum making, medicine pouches, songs and traditional teachings.



Sewing drum beaters at the Grad Retreat

Graduation 2011

The Aboriginal Education Program of School District No. 23 (Central Okanagan) enjoyed another inspiring graduation ceremony on May 19, 2011. Every year, the graduating Aboriginal students join together to receive recognition of their achievement, and acknowledge friends, family members, Elders, teachers, and District staff who contributed to their success. This year, 82 graduates took part in the ceremonies which included music, dancing, and inspirational words from Dr. Jeannette Armstrong of the Okanagan Nation.

158 Aboriginal students were eligible to receive their diplomas this year, contributing to the success of Aboriginal communities throughout Canada. This year, five outstanding students were chosen as valedictorians. Representing Kelowna Secondary, Chantal Lodge; Central School, Miranda Eneas; George Elliot Secondary, Megan Greene; Okanagan Mission Secondary, Kevin Jansen; Mount Boucherie Secondary, Cassandra Louie; and Rutland Secondary, Samantha Stanowski. With this graduating class, School District No. 23 maintains its reputation as having one of the leading Aboriginal Programs in Canada.

This year the graduates and guests were entertained by Métis fiddling and First Nations Traditional dancers.



Hand painted drum bag

Once again, in honour of the graduating class, the District's Aboriginal Education Program staff drummed in the graduates of 2011. Preceding the graduates into the gymnasium was a Grand Entry of pow-wow dancers. The principals from each secondary school led in their students, and then each graduate was gifted by the Aboriginal community in recognition of their achievement.

Summary of the Cultural Program

WHY Value Culture?

Children are given a special place within our communities. We believe that children are our future, and through them our stories, ceremonies, cultures, and Nations will survive. As First Nation, Inuit, and Métis people, we hold many beautiful and important teachings.

Over the years, through various conversations and discussions between School District No. 23, our communities, Elders, students, and parents, a common thread of consensus was found, that in order to brighten the future for our children we need to give them access to their culture and language within the school system. We also need to teach them traditional knowledge and share with them our spiritual belief systems and practices.

This consensus formed the basis of the Enhancement Agreement for School District No. 23 which supports this holistic and cultural approach of empowering Aboriginal students in their educational journey by using the Medicine Wheel teachings (intellectual, physical, emotional and spiritual).

HOW do we value culture?

We provide a sense of belonging and ensure our children and families feel welcome and accepted in the school system as per Dr. Martin Brokenleg's teachings in the "Circle of Courage".

Examples:

- Cultural inclusion and participation in opening ceremonies by drumming & singing, with our Elders invited to speak.
- Visible presence with artwork, literature in libraries, Artist-in-Residence, signage in Syilx language of the host Nation.
- Accredited Programs of First Nation 12, English 12 First Peoples, and N'ha-a-itk at the Kelowna Art Gallery.
- Classroom presentations K - 12 throughout the School District.
- Principals requesting whole school presentations for all students to experience: Family Gatherings, Aboriginal Day, and Harmony Day.
- Cross-cultural training on Professional Development days for staff, and awareness of their duty to provide cultural safety through knowledge.
- Cultural activities by Aboriginal Advocates in each school for their students: field trips, culture clubs, and talking circles.

Look, Listen, and Learn

"Tell me and I'll forget. Show me and I may not remember. Involve me and I'll understand".
Native American Proverb



Learning drum lacing techniques



West Coast Blanket teaching

What is our next challenge?

Our challenge for next year is to work with the Okanagan Nation to plan, develop and implement an Okanagan Language program employing an Okanagan Language speaker/teacher. An Okanagan Language Planning Committee has been formed under the chairmanship of the Westbank First Nation.

GRATITUDE

I would like to express gratitude for the efforts of many people in the development of the Cultural Program for School District No. 23. I would especially like to thank all the Elders and Knowledge Keepers who have contributed directly and indirectly to our program: Mrs. Mary Ann Eli, Delphine Derickson, Jeannette Armstrong, Richard Armstrong, Vern Tronson, Patricia Gregoire, Stan Jack, Pamela Barnes, Wilfred Barnes, and Dinah Littlechief.

Also, I would like to recognize the Cultural Presenters: Leonard Raphael, Judi Garner-Niehaus, and Marlene Squakin, for their generosity in sharing knowledge with all our children, and to the many dancers, drummers, and singers from the many Nations who enriched our children's lives in their presentations.

Limlimt, Kuchem, Hai Hai, M'erci, Thank you,

All my Relations

Karen Chase
Aboriginal Cultural Facilitator
School District No. 23 (Central Okanagan)



Quotes from Students about the Grad Retreat, Silver Lake Forestry Camp

"I got to learn how to make a drum and got closer to my heritage."

"It is a great way to learn more about yourself and family, no matter how much you already know."

"It is an amazing experience to have happen to you."

"It brings us back to our native roots and the things taught are uplifting."

Summary

The parents and staff of School District No. 23 (Central Okanagan) can take pride in the achievements of the Aboriginal Education program, which is comparable to the best of any program in Canada. During the last year, our students consistently averaged around 20% on the honour roles of middle schools and we graduate around 90% of our Grade 12 students each year. All of this would not be possible without the strong partnerships developed between the schools, parents, administration and Aboriginal Education Council. In particular, our parents are to be commended, for they are the most essential component of student success in school.

Education for our communities and each individual is central to the preservation of our cultures, and for the development of the skills and expertise we need in order to be a vital part of the twenty-first century. Aboriginal education, as a medium for both personal development and intellectual empowerment, is critical for the continuance and celebration of Indigenous cultures.

We must always remember that **all of our history, all of our knowledge, all of our traditions, and our very future as Aboriginal people, will be entrusted into the hands of our youth.** We must prepare them for that legacy and sacred responsibility.



***Don Fiddler
Aboriginal Education
Program***



Lake Country Native Association Youth Group



Aboriginal Education Cultural EVENTS

September 2010 - June 2011

	EVENTS	LOCATION	Total # of students	Total # of Aboriginal students
SEPTEMBER				
14, 16	Culture Welcome	FN 12, Rutland Senior	31	7
16	Culture Welcome	FN 12, Rutland Senior	31	7
17	Culture Club	Winfield Hall	25	25
23	Pow Wow * field trip	Okanagan College	100 +	
24	Pro D - Ab Ed staff *	Central	Staff - 61	
28	Culture Welcome	FN 12, Kelowna Sec.	29	7
28	Culture Welcome	FN 12, Kelowna Sec.	20	5
29	Culture Welcome	FN 12, Kelowna Sec.	25	6
30	Parent Meeting *	Glenrosa Elementary	Approx. 8	
	Month Events Total		161	57
	7 Classroom Presentations		55	148
	September total		216	205
OCTOBER				
1	Culture Club	Winfield Hall	18	18
5	Okanagan Greetings	George Pringle Elem.	35	35
7	Art Bundles	FN 12, Rutland Senior	31	7
21	Parent Forum *	Central School	Approx. 15	
29	Culture Club	Winfield Hall	21	21
	Month Events Total		105	81
	23 Classroom Presentations		539	84
	October total		644	165
NOVEMBER				
9, 19, 23	Youth Toastmasters	Westbank First Nation	8	8
10	FN War Vet	Kelowna Secondary	1710	166
19	Culture Club	Winfield Hall	18	18
20	Lake Country Pow Wow*	Winfield Hall	100 +	
23	Hoop Dancer	Dr. Knox Middle	783	69
23	Hoop Dancer	FN 12 Kelowna Sec.	25	5
24, 29	Medicine Wheel Training	Dr. Knox Middle - Gr. 9	90	90
30	Hoop Dancer	Dorothea Walker Elem.	343	11
	Month Events Total		2977	367
	21 Classroom Presentations		533	171
	November total		3510	538
DECEMBER				
1	Primary Winter Gatherings - Gr. 2, 3	Central Programs	74	74
3	Primary Winter Gatherings - Gr. 2, 3	Central Programs	69	69
8	Primary Winter Gatherings - Gr. 2, 3	Central Programs	98	98
15	Winter Gathering	Chief Tomat Elem.	300 +	100
	Month Events Total		241	341
	7 Classroom Presentations		158	10
	December total		399	351



Lake Country Native Assoc. Youth Group



Lake Country Native Assoc. Youth Group



Youth Toastmasters



Primary Winter Gatherings

	EVENTS	LOCATION	Total # of students	Total # of Aboriginal students
JANUARY				
10, 19, 20, 24	Cultural Training for Art Gallery	Westbank First Nation	16	16
21	Drum workshop	Peachland Elementary	51	7
27	Smudge	Rutland Middle	7	7
28	Culture Club	Winfield Hall	23	23
	Month Events Total		97	53
	17 Classroom Presentations		474	33
	January total		571	86
FEBRUARY				
1, 3	2 Addictions Awareness Talking Circles	Springvalley Elementary	34	34
3	Community Forum *	Westbank First Nation	Approx. 30	
4	BC School Trustees Association *	opening	Public Event	
	Smudge presentation	Rutland Middle	5	5
10	Care and Make It Fair - opening	Hollywood Road Education Services	250	Cultural Event
11	Culture Club	Winfield Hall	23	23
15	Community Forum *	Métis Community Services Society	Approx. 45	
16	Traditional Dance Presentation	Peachland Elementary	220	36
16	Traditional Dance Presentation	Hudson Road Elementary	210	25
17	Traditional Dance Presentation	Davidson Road Elementary	426	23
17	Traditional Dance Presentation	Mount Boucherie Secondary	30	6
18	Pro D Cultural Presentations *	George Elliot Secondary	100 +	
21 - 25	Art Bundles classes	Kelowna Art Gallery	350	14
23	Harmony Day opening	Quigley Elementary		57
	2 Smudge presentations	Mount Boucherie Secondary	60	12
28	Community Forum *	KiLowNa Friendship Society	Approx. 30	
	Month Events Total		1661	178
	19 Classroom Presentations		520	136
	February total		2181	314
MARCH				
1	Parent Forum *	Mount Boucherie Secondary	Approx. 9 parents	
2	Parent Forum *	Kelowna Secondary	Approx. 12 parents	
3	Parent Forum *	Rutland Secondary	Approx. 7 parents	
9	Central Okanagan Youth Social Justice Forum opening *	Rotary Centre for the Arts	Community Event	
11	Residential School presentation	Mount Boucherie Secondary	50	5
11	Smudge presentation	Constable Neil Bruce Middle	6	6
15	Student Forum	Central	25	25
16	Student Forum	Central	26	26
18	Smudge for FN12	Mount Boucherie Secondary	30	10
18	Culture Club	Winfield Hall	26	26
	Month Events Total		163	98
	19 Classroom Presentations		685	164
	March total		848	262



Art Bundles Presentation at the Kelowna Art Gallery



Dallas Arcand - Traditional Dance Presentation



Dennis Weber - Flute Presentation

	EVENTS	LOCATION	Total # of students	Total # of Aboriginal students
APRIL				
5, 7	Dancing Instruction	George Pringle Elementary	13	13
11-19	Button Blanket Special Project	Dr. Knox Middle	783	69
13	Circle Talk - FN 12	Rutland Secondary	6	6
14	Bannock Luncheon	Central Programs	45	22
19, 21	Dancing Instruction	George Pringle Elementary	10	10
28, 29	Grad Retreat	Silver Lake Forestry Camp	31	31
29	Culture Club	Winfield Hall	25	25
	Month Events Total		913	176
	8 Classroom Presentations		194	61
	April total		1107	237
MAY				
5	Career Fair	UBC – 0	180	180
6	Valedictorian prep	Central Programs	6	6
6	Culture Club	Winfield Hall	21	21
12	Bannock - Recognition	Central Programs	61	31
13	Elder Talk	Peter Greer Elementary	6	6
19	Aboriginal Graduation	Kelowna Secondary	81	81
27	Culture Club	Winfield Hall	31	31
30	Dance Class	Chief Tomat	23	20
	Month Events Total		409	376
	11 Classroom Presentations		167	30
	May total		576	406
JUNE				
2	Grade 8 Gathering	Green Bay Camp	103	103
3	Siya Celebration *	Westbank First Nation	Community event	
7	Chief Tomat Gathering *	Chief Tomat Elementary	Community event	
9	Dance Presentation	Black Mountain Elementary	351	20
10, 17	Talking Circle	Peter Greer Elementary	8	8
10	Lake Country Gathering	Winfield Hall	28	28
21	Aboriginal Day Celebration	Peter Greer Elementary	384	51
21	Aboriginal Day Celebration *	KiLowNa Friendship Society	Community event	
	Month Events Total		874	210
	4 Classroom Presentations		150	19
	June total		1024	229
TOTALS			Total # students	Total # of Aboriginal students
			11076	2793
Additional Events				
	Career Life Programs Training for Teachers *	School District No. 23	Presentations	
	Gathering our Voices	Prince Rupert	none	8
	Grade 6 <i>Transitions</i>	Glenrosa and CNB Middle		
	Grade 7 Gathering			



***Making a Button Blanket
Dr. Knox Middle School***



Drum making - Grad Retreat



***Drumming in of Graduates and
Valedictorians***



***Hoop dancing at Peter Greer
Elementary School***

**School District # 23 (Central Okanagan)
2010 - 2011 Aboriginal Funding and Budget**

Funding			
	<u>FTE</u>	<u>Fund/FTE</u>	
Ministry Funding	2,098.0	\$1,160	\$2,433,680
Surplus Carry forward from 2009/2010			\$50,019
School Level Allocations			\$24,250
Total Program Funding			\$2,507,949
Expenses			
	<u>FTE</u>		
Staffing Expenses			
Secondary School Teachers	4.78		\$358,671
CUPE Support Staff			
Advocates	28.00		
Advocates Salaries	3.00		
Cultural Facilitator Salary	1.00		
Cultural Facilitator Assistant	1.00		
Okanagan Lang/Culture Instr.	1.00		
Certified Educational Assistant	12.00		
Clerical Support	1.00		\$1,700,028
Total Staffing Allocations			\$2,058,699
Aboriginal Parent and Family Education Council			\$1,000
Cultural Program/Supplies			\$40,000
Field Trips			\$19,000
General District Level Account			\$50,000
General Teaching Supplies			\$25,000
Graduation			\$21,000
Mileage - Staff			\$17,500
Okanagan Language Supplies and Curriculum Resources			\$10,000
Other Contracted Services (including the Acting Principal of Aboriginal Education)			\$115,000
Professional Development-Principal/ Support Staff			\$10,000
Program Review			\$20,000
Special Project/Event Support			\$33,000
Student Leadership			\$10,000
Student Transportation			\$50,000
Telephone/Admin			\$3,500
School Level Allocations			\$24,250
Total Supplies & Services			\$449,250
Total Program Expenses			\$2,507,949