



"Together We Learn"

CENTRAL OKANAGAN PUBLIC SCHOOLS
ABORIGINAL EDUCATION

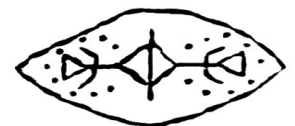
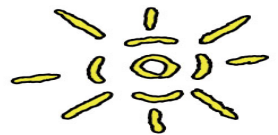
13th ANNUAL REPORT
2015-2016



2016 Aboriginal Graduation Ceremony



**"GUIDED BY THE PAST
INVIGORATED BY THE PRESENT
PROVIDING FOR THE FUTURE"**



13th Annual Report

This report will highlight and celebrate Aboriginal student success (K-12) by reporting on the annual events provided by the programs and services of the Aboriginal Education Program.

Data is gathered to reflect the targets and goals of the Enhancement Agreement. To access more in depth data, please refer to the Ministry of Education's Report "How are We Doing" which is posted on the Central Okanagan Public Schools' website.

Our Aboriginal Education Program will continue to be "Guided by the past, invigorated by the present, and providing for the future."



The Unity Staff, at the Aboriginal Graduation, honours the diversity of our students.

ANNUAL REPORT PREPARED BY

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ACKNOWLEDGMENTS

A special thank you to the Aboriginal students, parents and families. Sincere thanks to the Aboriginal Education Council, District staff, and community partners and members for their commitment in providing ongoing support to enhance the success of all of our Aboriginal students (K-12).

TABLE OF CONTENTS

DISTRICT PRINCIPAL'S MESSAGE.....	03
INTRODUCTION.....	04
MEDICINE WHEEL GOALS.....	05
ABORIGINAL INFORMATION MANAGEMENT SYSTEM.....	06
EMOTIONAL GOAL.....	07
SPIRITUAL GOAL.....	13
PHYSICAL GOAL.....	18
INTELLECTUAL GOAL.....	21
ABORIGINAL EDUCATION COUNCIL.....	26





DISTRICT PRINCIPAL - ABORIGINAL EDUCATION

JOANNE DE GUEVARA

Wa'y, ǵast sǵlǵalt,
Dear Parents/Guardians

I would like to acknowledge the traditional territory of the Okanagan Nation in which I have the honour of working as the District Principal of the Aboriginal Education Program, Central Okanagan Public Schools.

The School District Aboriginal Education Program strives to provide opportunities for our 2,341 Aboriginal students to succeed in school as well as living a well-balanced life. Creating environments that help foster a strong sense of identity, embedding “Indigenous Ways of Knowing,” has become the foundation of much of our work.



Aboriginal Education Program Staff

In 2015/2016, we celebrated the School District's largest Aboriginal Graduation class yet! We are committed to continuous improvement and honouring the amazing accomplishments of our students.

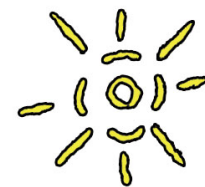
It is a pleasure to work with an Aboriginal Education Department, comprised of caring, dedicated staff who is supported by Aboriginal community partners, school district leaders, and an Aboriginal Education Council. Thank you to our parents and Elders for the knowledge and expertise you continue to share as this is an integral part of the path to success for our students of Aboriginal Ancestry. I am proud to be a part of what it is now and what it is yet to become.

It is my pleasure to provide the Aboriginal Education Program 13th Annual Report! I would like to thank all those who put an amazing amount of time and effort in the creating, editing and publishing of this report. We have much to be proud of.

J. De Guevara

Way' Limlǝmt,

Joanne De Guevara
District Principal – Aboriginal Education



Grad stage

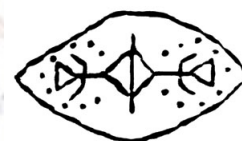


INTRODUCTION

Central Okanagan Public Schools and the Aboriginal Education Council acknowledge and honour the traditional territory and history of the Okanagan (Syilx) People and Westbank First Nation as our host band. We also acknowledge the traditional teachings of our Elders and the wisdom of their Aboriginal culture.

In partnership, we will build on the success of Aboriginal students who self-identify as First Nation, Métis and Inuit. We continue to foster cultural awareness, cultural pride and improved student achievement for our Aboriginal learners. Our program continues to evolve to meet the needs of Aboriginal students, families and communities.

Central Okanagan Public Schools is a diverse learning community with a student population of 21,997 in the 2015-2016 school year, making us the fifth largest district in British Columbia. 10.6% (2,341) of these students are of Aboriginal ancestry.





The 13th Annual Report will address the four goals of the Central Okanagan Public Schools' second Aboriginal Enhancement Agreement and the progress that our students have made towards meeting these goals.

Our goals reflect the teachings of the Medicine Wheel and support the 40 Developmental Assets®



EMOTIONAL

Aboriginal students and families will attain a sense of belonging, self-respect, and pride of heritage.



SPIRITUAL

Aboriginal students will actively participate in Aboriginal teachings, traditions, culture and language.



PHYSICAL

Aboriginal students will make healthy choices that will enhance their physical well-being.



INTELLECTUAL

Aboriginal students will achieve high academic standards from K-12.



Aboriginal Information Management System (AIMS)

Aboriginal Information Management System (AIMS) is a new system Central Okanagan Public Schools use to track our contact and program delivery with Aboriginal students. AIMS was co-created by the Aboriginal Education Department and the Learning Technology Department in the District.

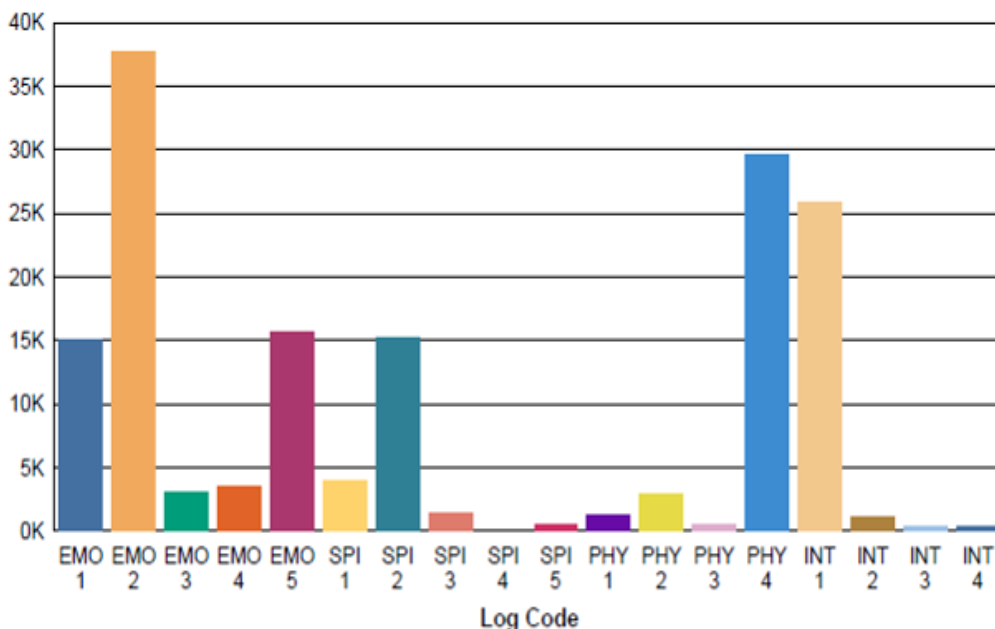
AIMS highlights 18 of the goals from our second Enhancement Agreement in order to monitor the learning enhancements we provide Aboriginal students. Each of these goals are based on the four Medicine Wheel quadrants: Emotional, Spiritual, Physical, and Intellectual. This way, we are able to guide our program and the services we provide Aboriginal students based on the data collected. We know that working on the Emotional section of the quadrant is important and will take up much of the contact our staff has with students. AIMS will allow us to see just how much contact we have with our students within each goal area and in each quadrant of the Medicine Wheel. This will enable our program staff to explore new ways of meeting some of our other goals in other sections of the Medicine Wheel.

170,786
Contacts

AIMS enables all of our staff the ability to incorporate a wraparound approach to working with the Aboriginal students in Central Okanagan Public Schools. All Aboriginal Education staff have school access to the students they work with on a daily basis. Aboriginal Advocates, Teacher Tutors, and Aboriginal Education staff are able to access information online about a particular student. In this way, we can make sure our students are getting the appropriate supports and services at all times.

43
locations

Code Count Totals





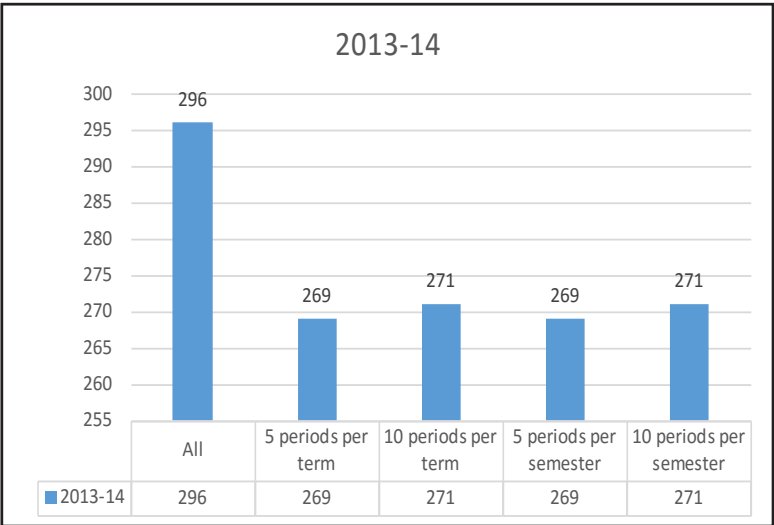
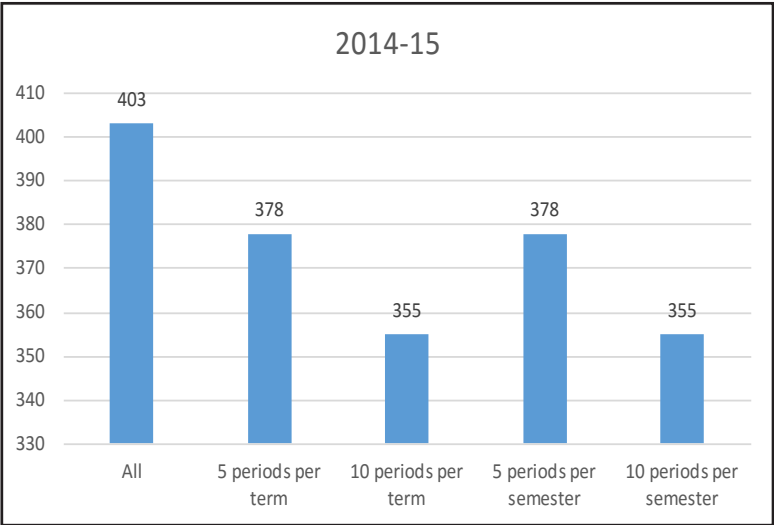
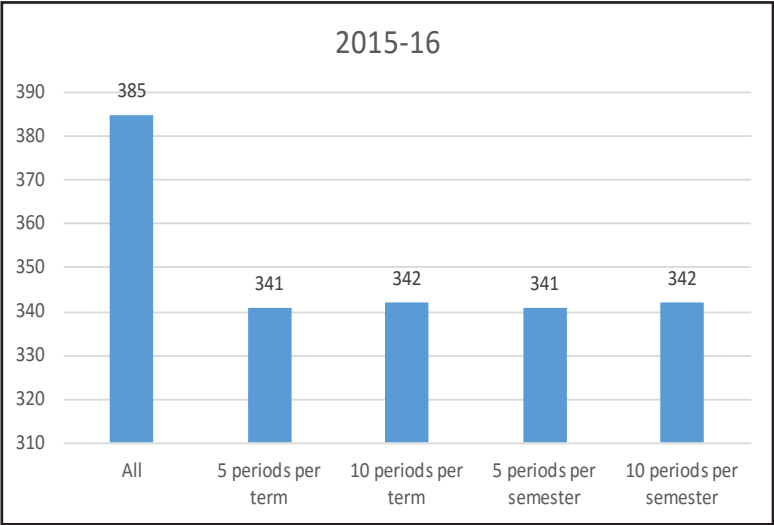
ABORIGINAL STUDENTS AND FAMILIES WILL ATTAIN A SENSE OF BELONGING, SELF-RESPECT, AND PRIDE OF HERITAGE

ATTENDANCE

Each student’s attendance is tracked by the Advocate in each school. A student who starts showing patterns of tardiness or absenteeism is given extra attention and support. Cases requiring increased levels of support are monitored by school and Program staff. It is important to understand why the student is not attending school through contact with families. Setting up cultural support in each school to increase a sense of belonging is a promising practice which has improved attendance for several students.



Staff Carrier, Chris Joe, carrying the Unity Staff, at the Aboriginal Graduation Ceremony





ABORIGINAL STUDENTS AND FAMILIES WILL ATTAIN A SENSE OF BELONGING, SELF-RESPECT, AND PRIDE OF HERITAGE

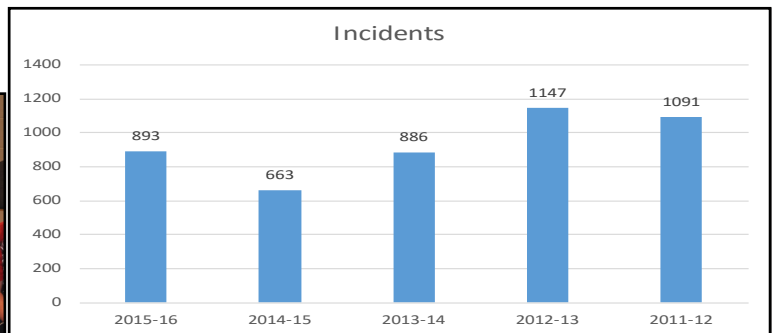
RATIONALE

Our community input tells us that Aboriginal students and families need to feel connected in order to thrive in the school environment. By incorporating the Developmental Assets, through cultural teachings, we believe Aboriginal students and families will gain a greater sense of self-worth and increased sense of pride in their culture.

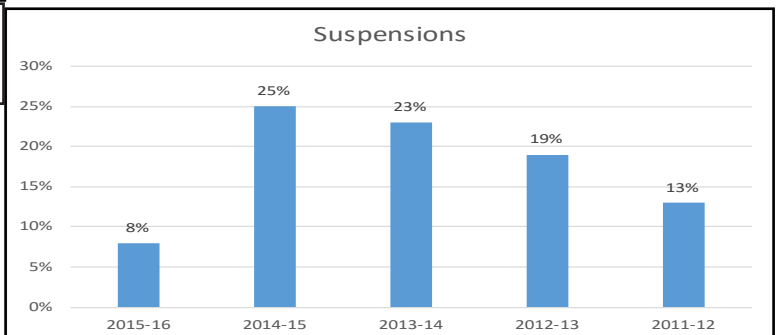


Grade 6 students playing stick games at the Grade 6 Gathering

Reducing suspensions is a District wide initiative, and, when supporting Aboriginal students, the Aboriginal Education Program endorses restorative justice practices and cultural protocols.



Throughout the years, the majority of incidents have been behaviour related. The incidents are not limited to behaviour, rather they range from Administrative concerns to defiance and attendance.



Our goal is to reduce suspensions for all Aboriginal students. We know that when students are in school and in class, they are getting an opportunity to learn and grow into the person they strive to become. Keeping students in schools means addressing behaviour differently. This requires meetings with families and teachers, mediation, and alternate consequences to traditional suspensions. More importantly, we are attempting to work with all people involved in addressing the behaviour of some of our Aboriginal students, working with them in developing cultural understandings and cultural awareness.



Grade 6 students working together with a web activity at the Grade 6 Gathering



STUDENT RECOGNITION

We believe that we need to recognize our Aboriginal students' successes. We have students who are excelling at every level in and out of school. We are committed to providing educational enhancements to strengthen each student's cultural identity, pride, connectedness, and success in school.

Along with implementing a series of local recognition awards at the school and District level, we also continue to celebrate the many accomplishments of our students!

PROUD MOMENTS FOR OUR STUDENTS



Students learning about Ojopogo at the Winter Gathering



Casorso student learning about traditional uses for obsidian



Kelowna Secondary valedictorian, Jae Rudrum-Steinhauer



Students learning to play the big drum at the Grade 2/3 Winter Gathering



Proud dancers ready to dance at the Aboriginal Graduation



Springvalley Middle School students displaying the masks they made with their Advocates



Students learning to play stick games at the Grade 6 Gathering



All students understand and accept cultural practices at different times in their lives. The two Casorso students to the left and the right are great examples of embracing cultural practices at a very young age.





ABORIGINAL FAMILY FUN NIGHT



On October 7th and 8th of 2015, the Aboriginal Education Program held two Family Fun Nights. One was held at Constable Neil Bruce in West Kelowna and the other was at Hollywood Road Education Services in Rutland.

Both nights were well attended with over 600 people attending over two nights. Families were able to enjoy hoop dancing, kids games, music, chili and bannock, various crafts, popcorn, cotton candy, and prizes.

The entire community helped get the inaugural Family Fun Nights up and running. The RCMP brought out their 14 person canoe, Advocates volunteered their time, and parents offered wherever and however they could.

Thank you to our various community partners who attended and set up booths. It was wonderful to have so many families connect with so many other great services. Also, thank you to the various local merchants who donated door prizes.



The Aboriginal Education Program strives to include Aboriginal students in all of our events. That includes everything from drumming to dancing and performing. With so many talented students in the District, we can get them involved in a variety of ways. The two dancers above, DeAnne and AJ Akachuk, danced for the families at the Family Fun Night at Hollywood Road Education Center. We will continue to empower our future leaders!



STUDENT RECOGNITION

The Aboriginal Education Program is honoured to award four recipients with a \$500.00 award, and one recipient with a \$750.00 award. These awards are presented in the four directions of the medicine wheel: One each for - Intellectual, Spiritual, Physical, and Emotional, as well as one overall award for a recipient who meets criteria in all four quadrants. The students apply for one or more of the awards, and a selection committee made up of community members has the tough decision of choosing one candidate from a list of deserving candidates. In this year, we had a record number of students apply for these awards, and our committee selected these deserving students for the awards. Awards were presented at the Annual Aboriginal Graduation Ceremony.

MEDICINE WHEEL AWARD RECIPIENTS



From left to right:

All around award recipient, Amanda Nyrfa, from Rutland Secondary - This award goes to the student who excels in all quadrants of the Medicine Wheel. Receiving this award takes outstanding work ethic and a deep sense of personal motivation. Amanda demonstrated leadership in her school and community and was a member of the District Paddling Team for three years.

Intellectual Award recipient, Jesse Lafontaine, from Kelowna Secondary - While maintaining a 4.0 grade average in his three years of high school, Jesse was also a three year member of the District Paddling Team.

Spiritual Award recipient, Michaela Posella, from Rutland Secondary - Michaela is a kind, compassionate and authentic individual who is a natural leader with intrinsic motivation and a strong moral compass guiding her through life.

Emotional Award recipient, Richelle Wells, from Rutland Secondary - Richelle has been described as both bright and resilient, and her kind nature shines through.

Physical Award recipient, Amy Potomak, from George Elliot - This young hockey player possesses integrity both in her life and in her training. Like all great athletes, she is able to find balance while leading in high level sports and exceeding in academics.



ABORIGINAL STUDENT ADVOCATE

Overview of Role

Aboriginal Student Advocates strengthen home-school-community connections, collaborating to support the intellectual, emotional, spiritual, and physical needs of Aboriginal students. Because they provide the unique perspective of a shared cultural heritage, they serve as a communication network among students, their families, and the other school personnel. The importance of this perspective has been endorsed by the Human Rights Commission by approving preferential hiring of qualified people with Aboriginal heritage.

Advocates form the important relationships with Aboriginal students that help them be successful in the school system. Many schools have Gathering rooms for Aboriginal students to connect with each other and their Advocates.

The role of the Advocate is broad and deep. It includes, but is not limited to:

- Becoming acquainted with all students with Aboriginal ancestry and meeting with them periodically throughout the year to maintain this relationship.
- Problem-solving clothing, transportation, health, housing and other issues.
- Providing emotional support.
- Encouraging goal-setting (academic or behavioural).
- Facilitating transitions between schools in the District.
- Contacting outside agencies (e.g. Public Health, Native Housing) for additional supports and resources.
- Assisting school personnel with accurate data for funding purposes (1701).
- Responding to any specific concerns of teachers, parents or Administration.
- Working with individual students or groups of students under the general direction of the classroom teacher, LAT or Principal.
- Recording and maintaining accurate and timely records of student interventions and support on the District Aboriginal Information Management System (AIMS) recording system.





ABORIGINAL STUDENTS WILL ACTIVELY PARTICIPATE IN ABORIGINAL TEACHINGS, TRADITIONS, CULTURE AND LANGUAGE.

Okanagan Language

Okanagan Language was reintroduced to Constable Neil Bruce for the 2012 school year. Each year an additional class added with CNB currently hosting three classes, one at each grade level (7-9).

With Okanagan language speakers down to nearly a 100, the efforts of these classes is playing a key role in revitalizing our language and the culture encoded within. Traditional values of human family and interconnectedness informs our inclusion of students from all backgrounds. Visitors have remarked how students typically withdrawn are outspoken in Okanagan class evidencing how language provides a space for voice. Further, language fosters resilience to identity loss when gaining confidence and self-awareness.

The students have embraced Okanagan culture and traditions through visiting guests, Elders, and outdoor activities. We have been able to thread Okanagan to activities such as mini-drums, beaded medicine pouches, traditional medicines and engaging in traditional games such as stick games. Transition to Mount Boucherie Senior Secondary School



is facilitated with Middle School students joining in the day portion of the 24 hour Drum-a-thon.

The year begins with each student demonstrating a commitment to the language by tying onto a Staff which acts as a continual reminder of why we are here. Our activities build towards our annual trip to the spectacular Nk'Mip Desert Cultural Centre in Osoyoos where we learn about our lands, animals, plants, culture, and way of life all within the language. Student feedback regarding mental health, cross-cultural awareness and identity is enlightening:

“When I go to Okanagan class I feel happy and like I have friends.”

“Okanagan language is a great way for us to learn about our peers’ heritage...”

“Being in Okanagan language has made me feel more comfortable being around everything at school.”



ABORIGINAL MIDDLE SCHOOL LEADERSHIP

Our commitment is to increase participation and exposure to Okanagan Language (nsyilxcen) as well as offer more school based and District cultural activities.

Dr. Knox, Rutland Middle, and Springvalley Middle schools all offer Aboriginal leadership classes in their mentorship blocks. These classes enable Aboriginal students the opportunity to explore their own cultural background, garnering leadership skills while gaining a sense of pride within the school.



Dr. Knox Leadership group learning Okanagan stick game songs and sharing some of their own stories from their territories



Springvalley drum group performing for the school



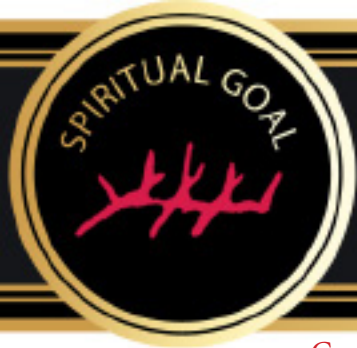
Leadership students at We Day



Dr. Knox Advocate and Aboriginal Leadership students working together



CNB student, Belle Derrickson, displaying her original artwork



Academy of Indigenous Studies

Our goals for the academy are improved self-confidence, increased cultural awareness, academic achievement, and an increased connection to the school.

Currently, Mount Boucherie Senior Secondary School offers First Peoples English 10-12, First Nations Studies 12, Aboriginal Leadership 10-12, and First Nations Art Studio, and a component of Okanagan Language as part of the Academy. We currently strive to implement R' Native Voice.

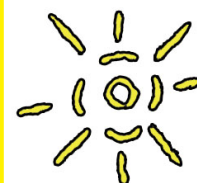


Work Ethic

A letter of Recommendation is awarded to a student who has made the Work Ethic List of Distinction in Academy courses. (21 credits)

Honour Roll

A certificate is presented to a student who has achieved Honour Roll in all Academy courses. (excluding final exams totaling 21 credits)



ACADEMY OF INDIGENOUS STUDIES

							Credits
Grade 10	Intro to Okanagan Language	Leadership	R' Native Voice	English 10 First Peoples			Possible 6
Grade 11	Okanagan Language 11	Leadership	R' Native Voice	English 11 First Peoples	First Nations Studies 12	First Nations Art Studio	Possible 9
Grade 12	Okanagan Language 11	Leadership	R' Native Voice	English 12 First Peoples	First Nations Studies 12	First Nations Art Studio	Possible 12

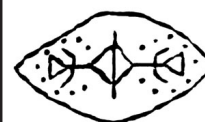


Principals List

A medallion is presented to a student who has achieved Honour Roll in each of the Academy courses. (21 credits)

Award of Excellence

An honour drum is awarded to a student who has achieved a 4.0 GPA in Academy courses. (21 credits)



The Academy of Indigenous Studies is a full 30 credit program that can be taken by all secondary students throughout grades 10 through 12. While a broad focus of British Columbia First Nations culture is examined, students will experience a more holistic approach with the local Okanagan culture. Students will participate in authentic, hands-on Aboriginal activities aimed at enriching their understanding of the local culture while making a positive contribution to the community. This is a unique and innovative opportunity for students to gain a greater sense of how their interaction with local First Nation culture has an effect on future generations of British Columbians. **Courses highlighted in yellow are currently not available.

Last year, we recognized four students for completing the Academy. These four students are: **Jasmine Bolan-Joe, Nayden Brigham, Chris Joe, and Jahmal Nahbexie.**



ABORIGINAL STUDENTS WILL MAKE HEALTHY CHOICES THAT WILL ENHANCE THEIR WELL-BEING

Academy of Indigenous Studies Mount Boucherie Senior Secondary School



Aboriginal Leadership students become a family

The Academy of Indigenous Studies has one teacher, teaching all of the Aboriginal courses. The course is open to all students, connecting students to First Peoples' world views and perspectives.

The Academy provides students with the opportunity to become leaders in school and in their community.



Students are valued for their cultural knowledge and they are encouraged to share their skills



Students give back to the younger generation in many important ways



Students drum for the community at the Annual 24 Hour Drum-a-thon



Students stay silent for 24 hours to raise awareness in their school



ABORIGINAL GRADUATION RETREAT

In November 2015 and February 2016, we celebrated two all day sessions with our graduates. Both events took place at Green Bay Camp and were a great success with a record number of graduates attending each session.



At the November 2015 event, we were honoured to invite Ronnie Dean Harris. He was able to share his journey of becoming a world recognized rapper and presenter along with being a digital media artist. His sense of entrepreneurship and community resonated with staff and students.



In February 2016, we gathered once again for a drum making workshop. The students worked alongside an Elder to learn about drum protocols. The teachings included caring for the drum along with self-care. It was a day of cultural teachings. Students left with a sense of pride and commitment to continuing their personal journey of learning their history, traditions and culture.





PHYSICAL GOAL

RATIONALE

We believe students who make healthy choices and live healthy lifestyles can participate more fully in their learning.

Good physical understanding leads to a better sense of self esteem, sense of purpose, and gives our youth a positive view of their future.



Fynn McCarthy from George Elliot Secondary made the Under-18 youth National Volleyball team at the age of 16.

Our program is proud of all Aboriginal students who participate in team sports both in and out of school. We know that youth experience many positive developmental outcomes through their sport involvement. Specifically, sport fosters citizenship, social success, positive peer relationships, and leadership skills.



Amy Potomak, from George Elliot Secondary, was the recipient of the Physical Award for her stellar play in hockey and her ability to balance sport and studies. She has since been named to the Sr. Nation Women's team with last year's award winner, and her sister, Sarah Potomak.



PHYSICAL GOAL

An important aspect of our physical goal is student participation in active living. This includes everything from student participation in organized clubs, programs and activities to outdoor cultural field trips. We enhance learning by enabling students to work with their peers, mentors and teachers both on the land and in the schools.



Leadership students working with little buddies



Mar Jok students enjoying the Siya celebrations



Leadership students dry Salmon



Advocates working with students



Dr. Knox students learn to repair gently used bikes that they get to keep as their own



Hudson Road students at Siya



CULTURAL ACTIVITIES



OkanaganLanguage MedicineWheel
Canoeing SIYA #OkanaganCollege
Empower #HarmonyDay LEADERSHIP
DRUMMING #UnityStaff AboriginalGraduation
SPORTS #WinterGathering Ethnobotany
Protocols Smudging DRUMATHON #EagleStaff
Powwow AboriginalDay Singing Workshops Elders
HoopDancing #CareerFair UBCO



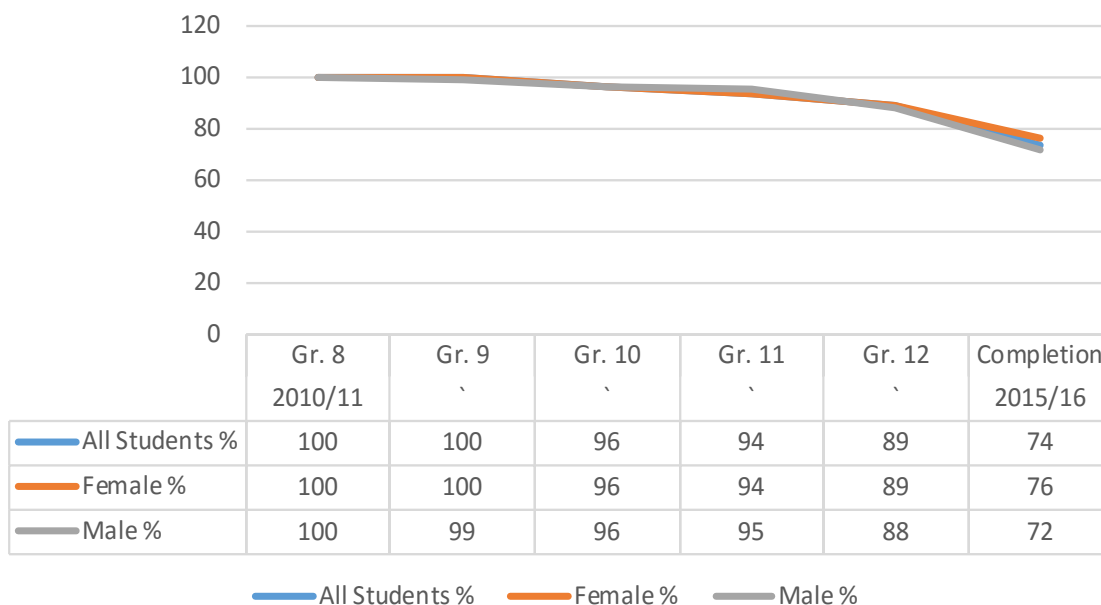
**WE BELIEVE STUDENTS MEETING AND/OR EXCEEDING GRADE LEVEL
EXPECTATIONS IN READING, WRITING, AND NUMERACY
WILL GRADUATE WITH A DOGWOOD CERTIFICATE
AND BE FULLY PREPARED FOR POST-SECONDARY EDUCATION.**

INITIATIVES AND PROGRAMS

The following interventions and programs have been implemented to increase the number of Aboriginal Students who are successfully transitioning and obtaining Academic Grade Readiness. For Academic Grade Readiness, students must complete all five of their core courses: Mathematics, Social Studies, English, Science and Physical Education. We continue to provide additional supports for our at-risk students and those working below grade level.

- Ongoing Advocate support at all 43 schools
- Dedicated teacher tutorial support at all secondary schools
- Academic support at all elementary and middle schools with our Aboriginal Student Advocates
- The implementation and expansion of Indigenous curriculum (K-12), including land-based learning
- The continuation of Girl Power, Teen Groups, the Ambassador Paddle Team, and Middle School Leadership Groups
- The Academy of Indigenous Studies at Mount Boucherie Senior Secondary
- Culturally appropriate transition events for Grade 3, Grade 6, Grade 9 and Grade 12 Aboriginal students
- Grade-specific Cultural gatherings which include two Grade 12 Grad Retreats
- An Okanagan Language Instructor and Teacher, providing Okanagan language teaching K-12

Progress of Aboriginal Students Entering Grade 8



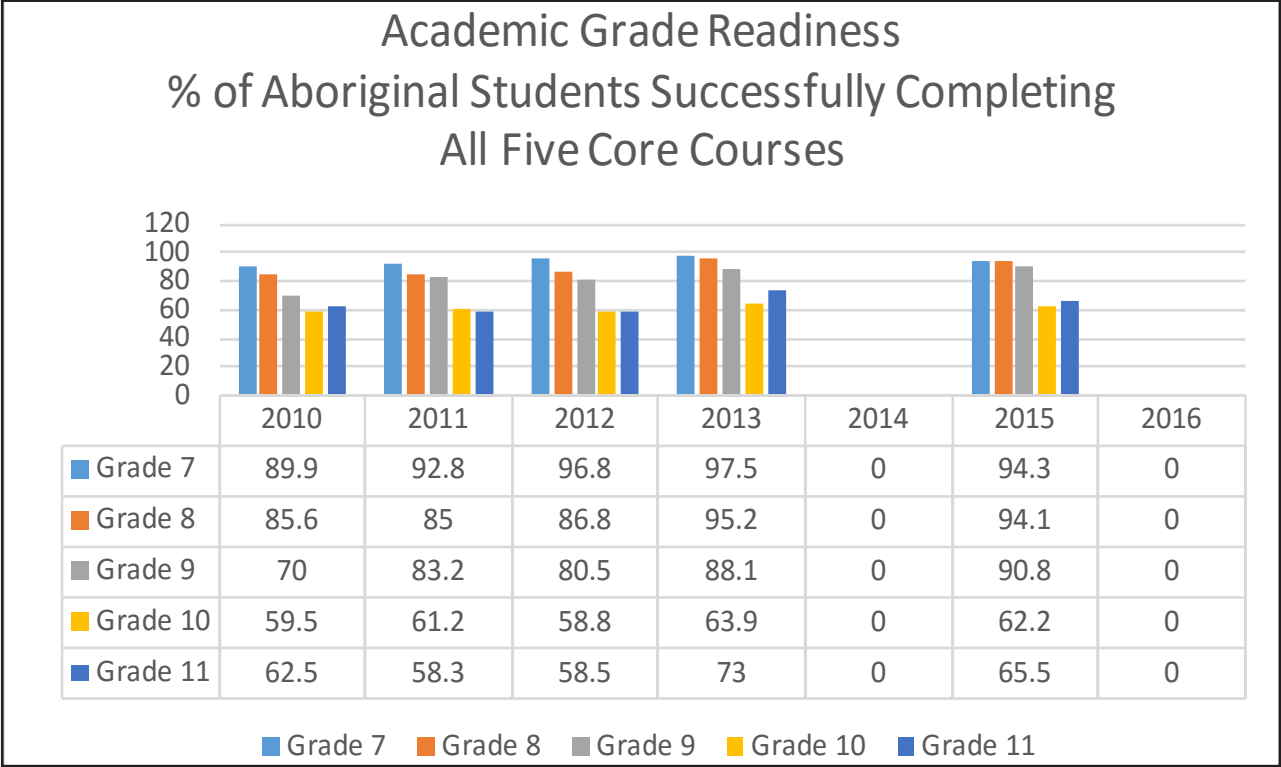
Progress of Aboriginal students entering Grade 8 in September 2009

The data represents a cohort of students as they progress from Grade 8 through to Grade 12 completion. Each year, migration estimates are factored in. If a student leaves for another district, that student's information will be reported in the new district's cohort information. (Grade transition includes transitions to a higher grade in any BC public or Independent school.)



ACADEMIC GRADE READINESS

Academic Grade Readiness is defined as a measure of the number of students successfully transitioning to the next grade level in all five core courses: Math, Social Studies, English, Science and Physical Education. Unfortunately, we were not able to retrieve the data for last year at the time of publication of this report.

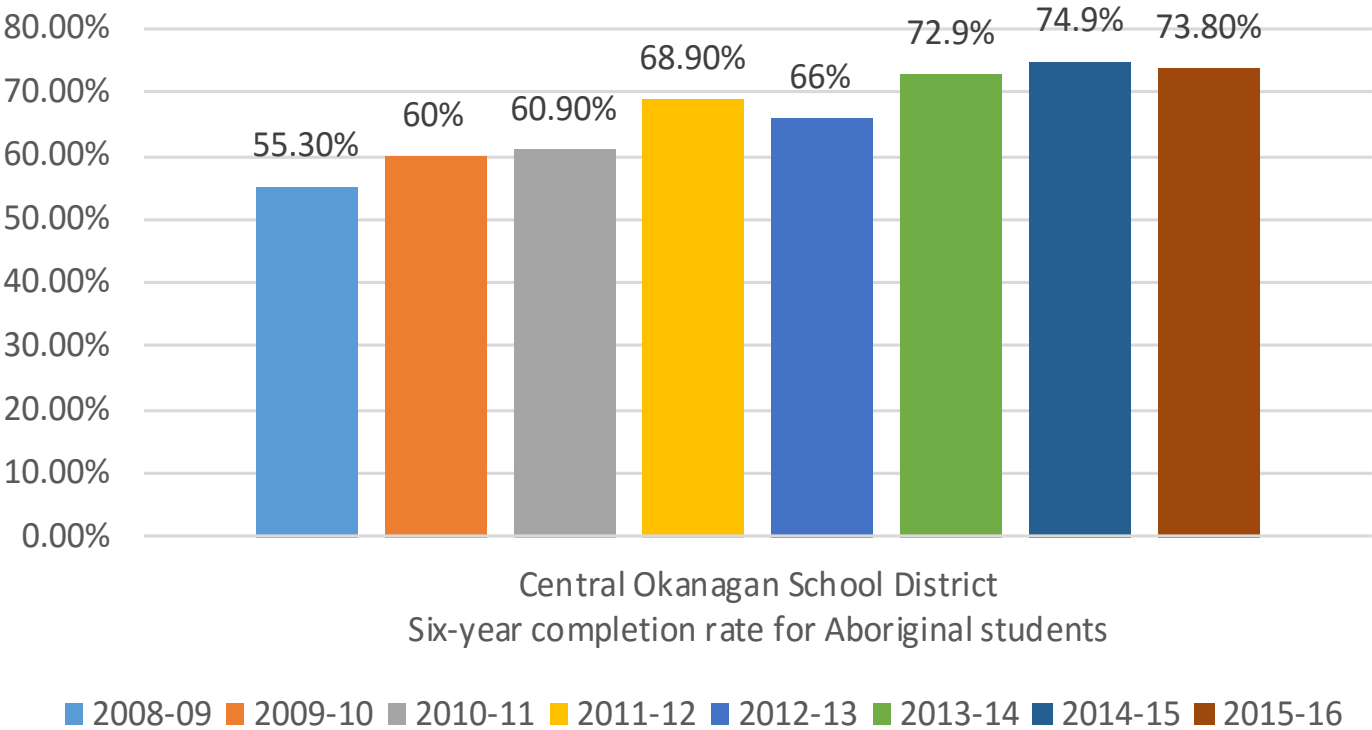


Advocates drum in the 2016 Graduating class at the 2016 Aboriginal Graduation Ceremony.



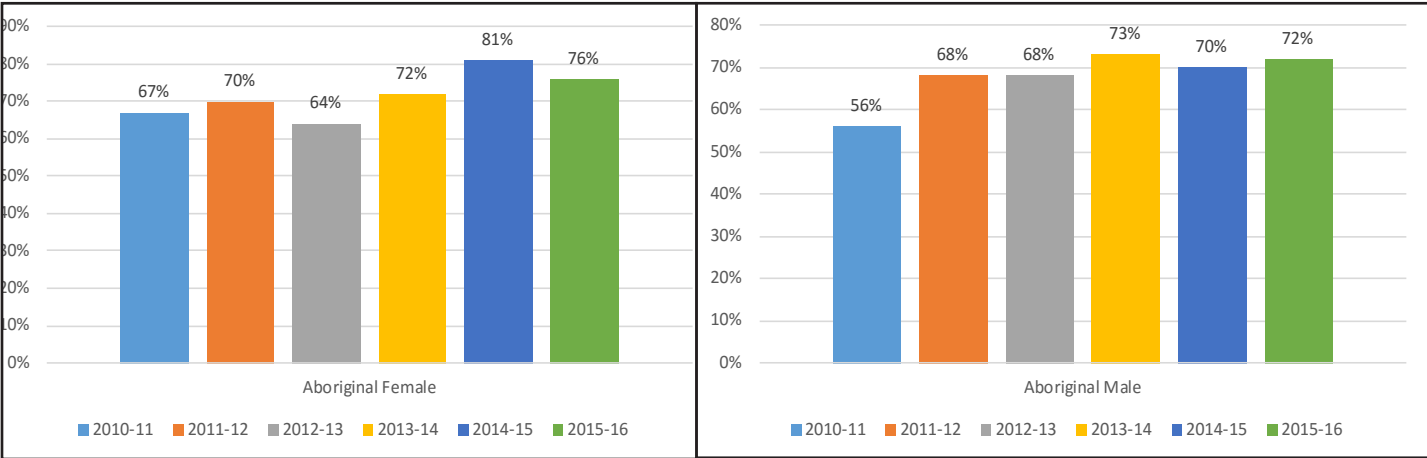
ABORIGINAL STUDENTS WILL ACHIEVE HIGH ACADEMIC STANDARDS FROM K-12

Six-Year Completion Rate Aboriginal



The School District has continued to focus on meeting the goals of the Enhancement Agreement and this has had a positive impact on our Six-Year Completion Rate. We are very proud of all of the hard work our students continue to display when they are in the classrooms or in the community. Our goal of 90% Graduation rate will continue to be our target. We want to give every opportunity to each and every one of our students (K-12) while they are in our schools.

Six-Year Completion Rate: Aboriginal by Gender





STUDENT TRANSITIONS TO BC PUBLIC POST SECONDARY INSTITUTIONS



Students working with drums while learning drum protocols at the Grad Retreat

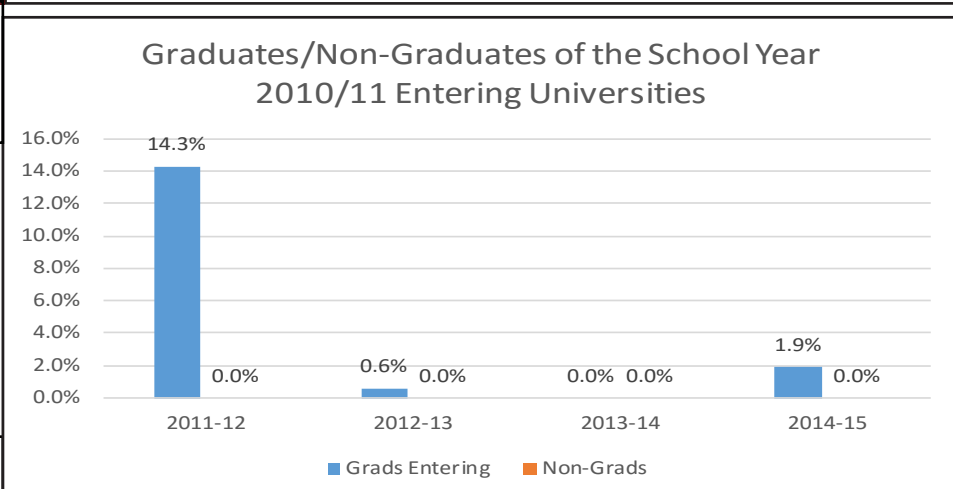
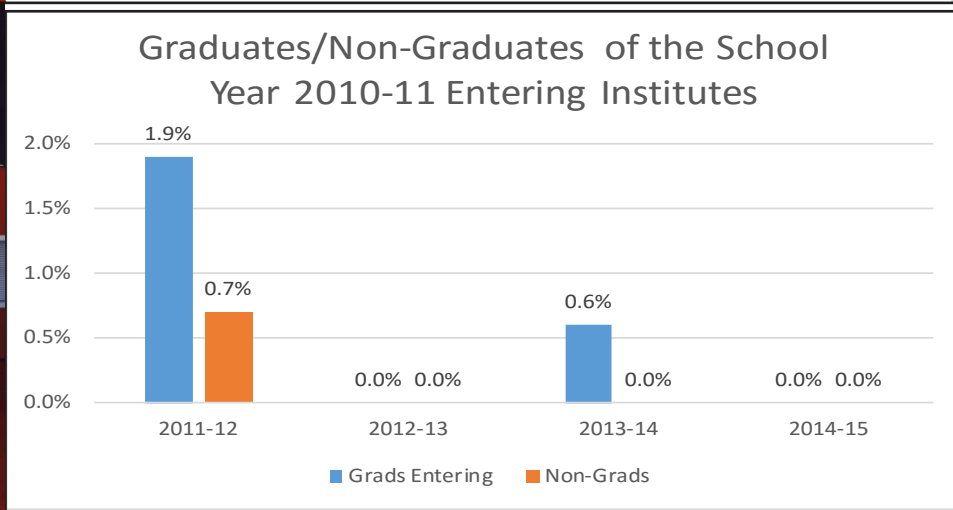
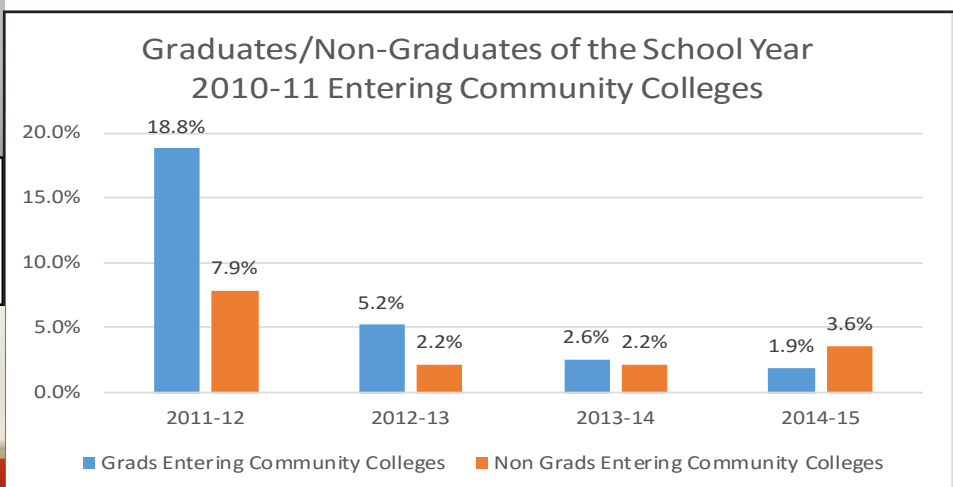


Mount Boucherie Secondary student Lenasia Ned was the Honour Drum recipient for 2016



Traditional practices in the schools

In recent years, numerous BC post-secondary institutions have changed their name and sector designation. Because of these changes, and to ensure consistency over time, each institution is reported under its most recent name and sector designation.





COMMUNITY CONNECTIONS

The Aboriginal Education Program strives to build strong partnerships and work alongside our Aboriginal Community Partners. Several meetings and events happen throughout the school year. Some of the programs that are supported through the program are the Westbank First Nation (WFN) Annual Siya celebration, The Annual Ki-Low-Na Friendship Society and UBCO Career Fair and the bi-weekly youth group sessions at the Lake Country Native Association (LCNA).



The LCNA provides youth group sessions to Aboriginal families. This program is held on Friday evenings and families are involved in culturally appropriate activities. One of the main highlights of the LCNA, is the Annual Powwow held in November at the Winfield Memorial Hall.



The Ki-Low-Na Friendship Society (KFS) provides many rich programs and services for Aboriginal families throughout the year. The Aboriginal Education Program provides support for some of the Annual Events hosted by the KFS. The UBCO

Career Fair, hosted at UBC

Okanagan, connects secondary students with employers and post-secondary institutions in support of future post-secondary education or career goals.

As well, our grade 4/5 students attend the annual Aboriginal Day celebration hosted in June.



We continue to work closely with our host Nation, Westbank First Nation, as well as the Okanagan Nation Alliance to ensure we are providing

culturally rich experiences for Aboriginal students while honouring local protocols and traditions. The Aboriginal Education Program supports the Annual Siya Celebration held in June of each year. Our grade 4/5 students attending the Westside schools have the opportunity to join in on this amazing celebration.



We are very honoured to have worked with these great community partners in the past and look forward to our continued partnership in the future.



COMMENTS FROM THE ABORIGINAL EDUCATION COUNCIL CHAIR

Message from Chris Derickson, Councillor, Westbank First Nation



This has been another exciting year for our students and a year of growth and change for the AEC. First, last year we celebrated a 75% graduation rate. This year we've continued to build on our successes and achieved a 73.8% graduation rate. While this is slight decline from last year, we have come a long way from the 55% graduation rate 7 years ago. These rising graduation numbers are the result of years' of hard work, planning, failures, and stubborn optimism by our students, staff, teachers, and parents. And, as I said in my last message, while we celebrate this year's success, we need to be focused and stay focused on our goal of a 90% graduation rate.

Finally, this is my last message as the Chair of the AEC. I want to thank the hard working members of the AEC. They've quietly worked behind the scenes for years working with District staff to refine the delivery of the

Aboriginal Education Program and the implementation of the Enhancement Agreement. It has been an honour to serve with such a dedicated group of individuals and to play a small part in improving the educational opportunities for our students. Please join me in welcoming our new chair, Councillor Fernanda Alexander. The AEC continues to be privileged with strong and visionary leadership and Councillor Alexander is a welcome addition to an already incredible team.

Way'

Aboriginal Education Council 2015-2016

Wilfred Barnes	Elder, Westbank First Nation (January 2016 - Present)
Terry Beaudry	Deputy Superintendent, Central Okanagan Public Schools
Ann Bell	Project Director, Lake Country Native Association
Deb Butler	Board of Education, Central Okanagan Public Schools
Denise Clough	Education Coordinator, Westbank First Nation
Joanne De Guevara	District Principal of Aboriginal Education, Central Okanagan Public Schools
Raf De Guevara	Westbank First Nation
Chris Derickson	Councillor, Westbank First Nation
Delphine Derickson	Elder, Westbank First Nation (September 2015 - December 2015)
Roberta Robin Dods	Board Member, Ki-Low-Na Friendship Society
Julia Fraser	Board of Education, Central Okanagan Public Schools (Alternate)
Jennifer Houde	Okanagan Nation Alliance (February 2016 - Present)
Kevin Kaardal	Superintendent/CEO, Central Okanagan Public Schools
Kelly L'Hirondelle	Kelowna Métis Association
Greg Mazur	Kelowna Métis Association
Amanda Montgomery	Okanagan Nation Alliance (September 2015 - December 2015)
Lee Mossman	Board of Education, Central Okanagan Public Schools
Michelle Price	Parent Representative, Aboriginal Parent and Family Education Council
Edna Terbasket	Executive Director, Ki-Low-Na Friendship Society
Dan Wilson	Okanagan Indian Band



7 GENERATIONS STATUE

RESIDENTIAL SCHOOL SURVIVORS MONUMENT



The 7 Generations Statue / Residential School Survivor monument was commissioned by the Elders' committee of Westbank First Nation to be a commemoration for residential school survivors, dedicated to the survivors themselves, but also includes each and every First Nation and Métis person past, present, and future. The statue depicts the images of 7 different people representing 7 generations with the Elder as the focal point as a symbol of our traditional knowledge system and the passing of knowledge from generation to generation. The figures are positioned on top of a drum, the heartbeat of our lives and symbol of resiliency.

“Limlāmt, (Thank you) to Westbank First Nation Elders for permission to use this beautiful watermark.”



Access our Second Aboriginal Enhancement Agreement, Annual Reports,
and our most recent “How Are We Doing Report” on our website at
<http://www.sd23.bc.ca/ProgramsServices/AboriginalEducation>