

ABORIGINAL EDUCATION CENTRAL OKANAGAN SCHOOL DISTRICT 2014/2015 12th ANNUAL REPORT



2015 Aboriginal Graduation Ceremony

**“GUIDED BY THE PAST
INVIGORATED BY THE PRESENT
PROVIDING FOR THE FUTURE”**

- CHAD PAUL



12th Annual Report

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

Our Aboriginal Education Program will continue to work with this in mind - “Guided by the past, invigorated by the present, and providing for the future.”

Data is gathered to reflect the targets and goals of the Enhancement Agreement. To access more indepth data, please refer to the Ministry of Education’s Report “How are We Doing” which is posted on the District’s website.



The Staffs at the Aboriginal Graduation

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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).

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DISTRICT PRINCIPAL - ABORIGINAL EDUCATION

JOANNE DE GUEVARA

Way', 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 School District.

It is a pleasure to work with an Aboriginal Education Program that has a caring, dedicated staff who is supported by Aboriginal community partners, School District leaders, our 43 school teams, and an Aboriginal Education Council. Thank you to our parents and Elders for the knowledge and expertise they share as this is an integral part on the path to success for our students of Aboriginal ancestry.

We continue to grow in our commitment to our District's 2474 Aboriginal students and foster their success in school as well as living a well-balanced life. I am proud to be a part of what it is now and what it is yet to become.

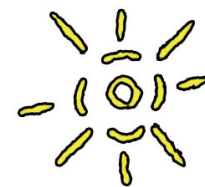
We continue to celebrate the amazing accomplishments of our students, recognize the strengths and gains we have made over the past years, and understand that we need to continue to strive to improve, so that our Aboriginal students reach the success rate of the non-aboriginal population.

It is my pleasure to present the Central Okanagan School District, Aboriginal Education Program, 12th 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. Enjoy!!

Way' Limlǵmt,

Joanne De Guevara
District Principal – Aboriginal Education





Lake Country class of 2021

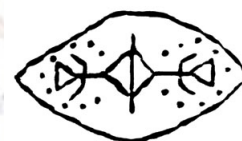


INTRODUCTION

The Central Okanagan School District 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.

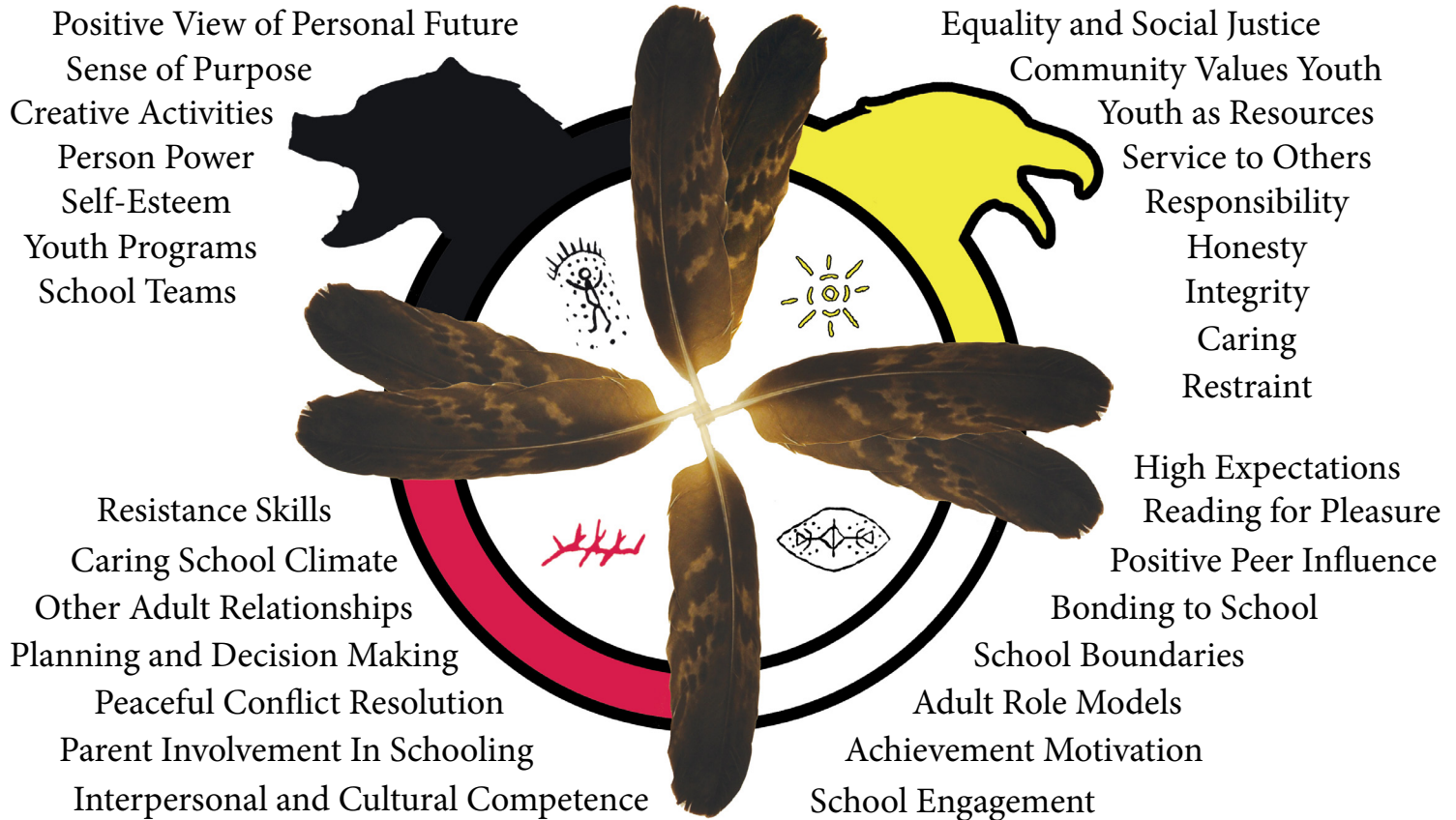
The Central Okanagan School District is a diverse learning community with a student population of 21,327 in the 2014/2015 school year, making us the fifth largest district in British Columbia. Over 11% (2,474) of these students are of Aboriginal ancestry.





The 12th Annual Report will address the four goals of the Central Okanagan School District's 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 the Central Okanagan School District is using to track our contact with Aboriginal students. AIMS was co-created by the Aboriginal Education Department and the Learning Technology Department in the District.

AIMS takes 18 of the goals from our second Enhancement Agreement and uses them to track the service 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 service 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 with each goal and in each quadrant. This will enable our program staff to explore new ways of meeting some of our other goals in other sections of the Medicine Wheel.

As an added bonus, AIMS allows all of our staff to incorporate a wraparound approach to working with the Aboriginal students in the Central Okanagan School District. 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 the contact a particular student has received. In this way, we can make sure students are getting the appropriate supports and services at all times.

AIMS tells us that our staff is making over 14,000 contacts with Aboriginal students in our 43 schools per month.



Primary Aboriginal Literacy project exploring culture and identity



Mount Boucherie Secondary Aboriginal Leadership Class playing a Pow Wow drum



Pearson Road Elementary Aboriginal students' Totem Pole project

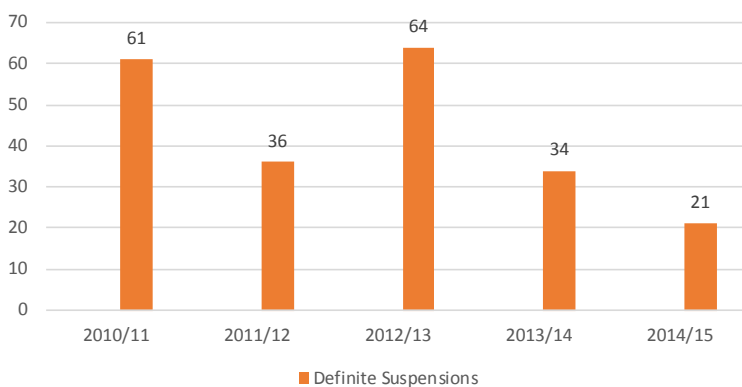


ABORIGINAL STUDENTS AND FAMILIES WILL ATTAIN A SENSE OF BELONGING, SELF-RESPECT, AND PRIDE OF HERITAGE

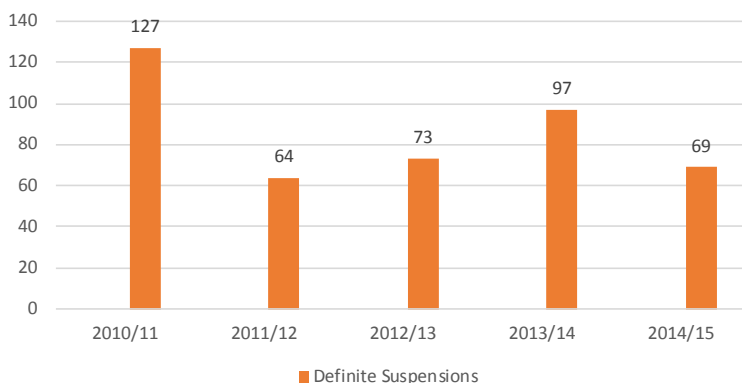
RATIONALE

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 greater sense of self-worth and increased sense of pride in their culture.

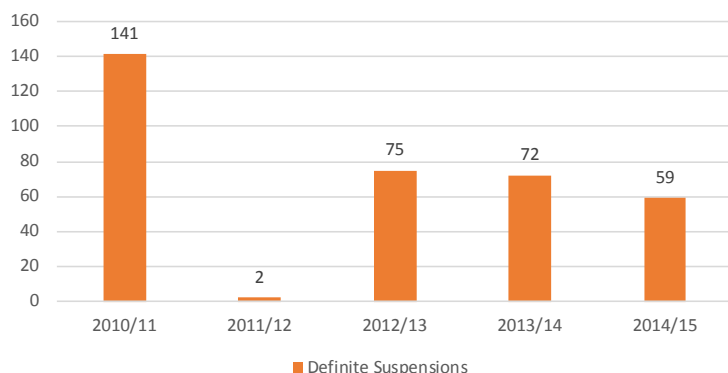
Elementary Suspensions



Middle School Suspensions



Secondary Suspensions



In order to reduce suspensions, we know that students need to have a sense of belonging in our schools. To make this happen, we have Gathering rooms in each of our schools where the students connect with each other and their Aboriginal Advocate.

When students have 'pride of culture', they have a better chance of staying and succeeding in school. This is why Cultural Gatherings are held, from K-12, where students can learn, connect, and feel proud of their Aboriginal ancestry and culture.

Primary Winter Gathering

The Primary Winter Gathering brings together Aboriginal students in grades 2 and 3 over a three day period. Aboriginal Students experience traditional dancing, drumming, and singing while connecting with each other and their culture. The Aboriginal Education Program hosted over 300 students at the 2015 Primary Winter Gathering.



Aboriginal students watch traditional dancers at the 2015 Primary Winter 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. They are setting the bar higher for the rest of our students, and we wish that level of excellence for all of our students.

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



Aboriginal Grad
class of 2015 at the
Aboriginal Graduation
Ceremony



Grade 4/5 student
gathering at
Hollywood Road



George Elliott
Secondary Honour
Drum recipient
(Sarah Potomak)



Staff Carriers at
Aboriginal Graduation
(Lenasia Ned and Saige
Werstiuk)



Students sharing
their literacy projects
with the District
Principal of Aboriginal
Education



Mount Boucherie
Leadership class after
the Drumathon



Dancers at the
Aboriginal Graduation
Ceremony



Students dancing at
the Grade 2-3 Primary
Winter Gathering



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

Our commitment to increasing participation and exposure to Okanagan Language (nsyilxcen) as well as offering more school based and District cultural activities is evident in that our data indicates an overall improvement for both Aboriginal as well as non-Aboriginal students.

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



Students gather on the stage at the “Broken Walls” conference for middle schools to sing the Okanagan Song.

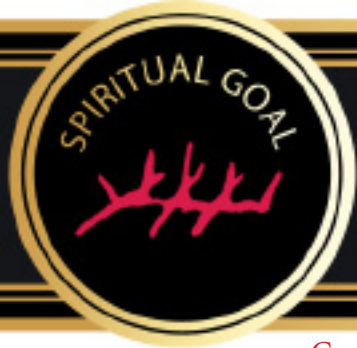


Aboriginal leadership students learning stick game songs at Hollywood Road Education Services.



Each year, the Aboriginal Leadership Class at Mount Boucherie Secondary School organizes a Drumathon where they raise awareness on various Indigenous issues (i.e. clean water on reserves), while playing drums for 24 hours straight. The students invite the entire community to come out during the day to play stick games, road hockey, stick ball, drum and sing. The last drumathon was a huge success, with many community members attending.

Leading up to the Drumathon, the Leadership class gets out into the community to provide community service by serving dinner at the Gospel Mission Kitchen as well as volunteering in and out of school.



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 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.

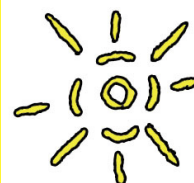


Work Ethic

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

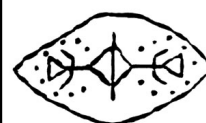


Principals List

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)

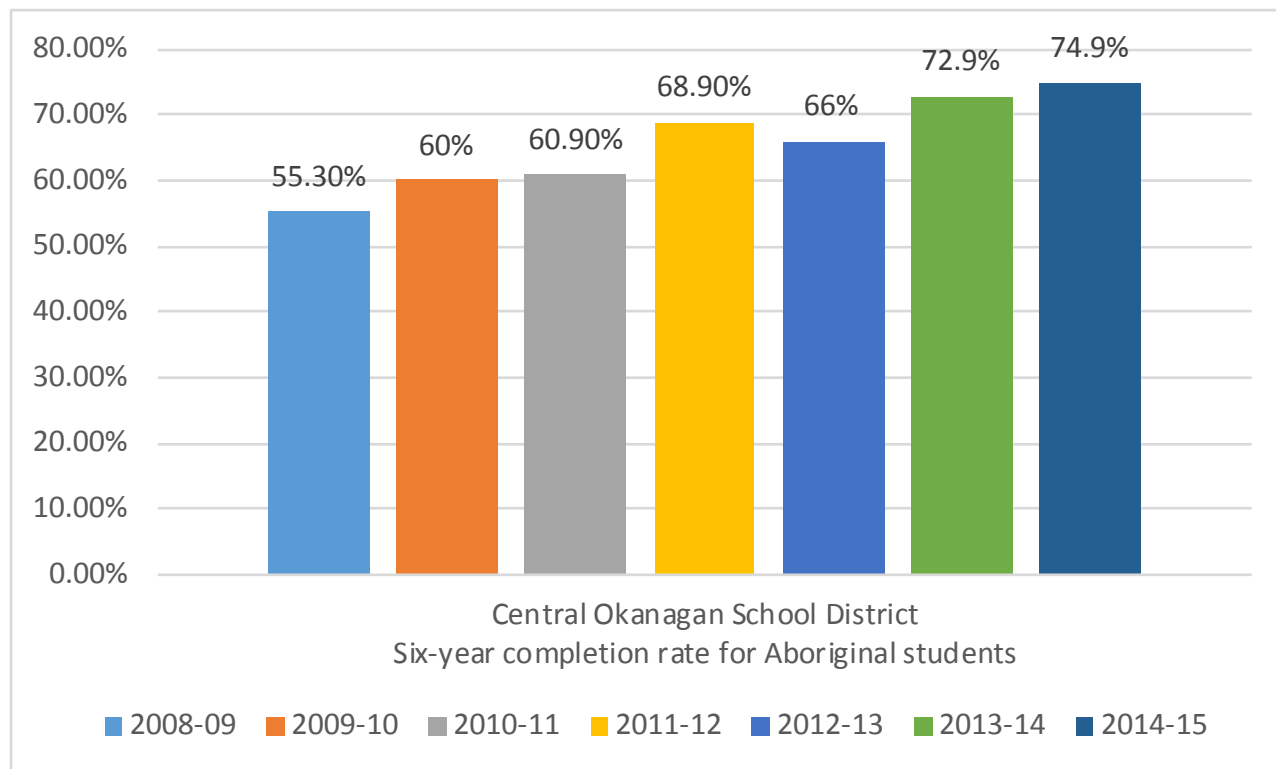


The Academy of Indigenous Studies is a full 30 credit program that can be taken by all secondary students throughout grades 10 through 12. While a broad focus of British Columbia First Nations culture is examined, students will experience a more holistic approach with the local Okanagan culture. Students 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.

The success of the Academy of Indigenous Studies has been highlighted in Jo-Ann Archibald's new book, *Celebrating K-12 Aboriginal Education in British Columbia: Successes in Curriculum, Pedagogy and Curriculum* which is scheduled to be published in June 2016.

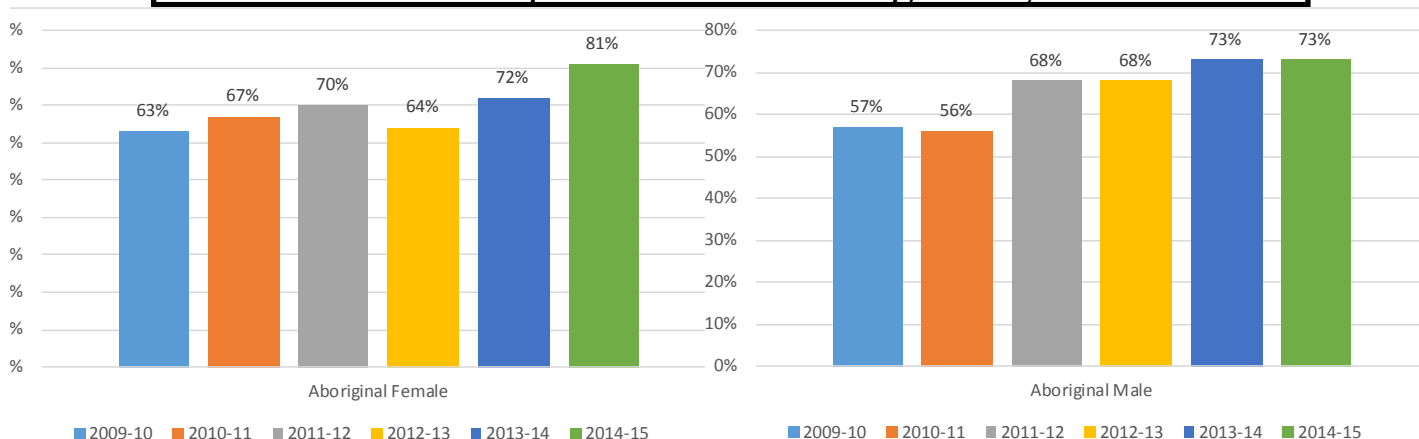


ABORIGINAL STUDENTS WILL ACHIEVE HIGH ACADEMIC STANDARDS FROM K-12



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. This year we have news worth celebrating! The 2014/2015 Ministry reporting for Aboriginal Students highlights the significant increase in our six year graduation rate and marks a milestone achievement in the Central Okanagan School District. With our new graduation rate at 75%, we recognize the significant support of our District's Aboriginal Program staff, administrators, teachers, support staff, parents, and communities who have all contributed to the success of our Aboriginal students. Much work is yet to be done as we strive to reach our target of 90%.

Six-Year Completion Rate: Aboriginal by Gender





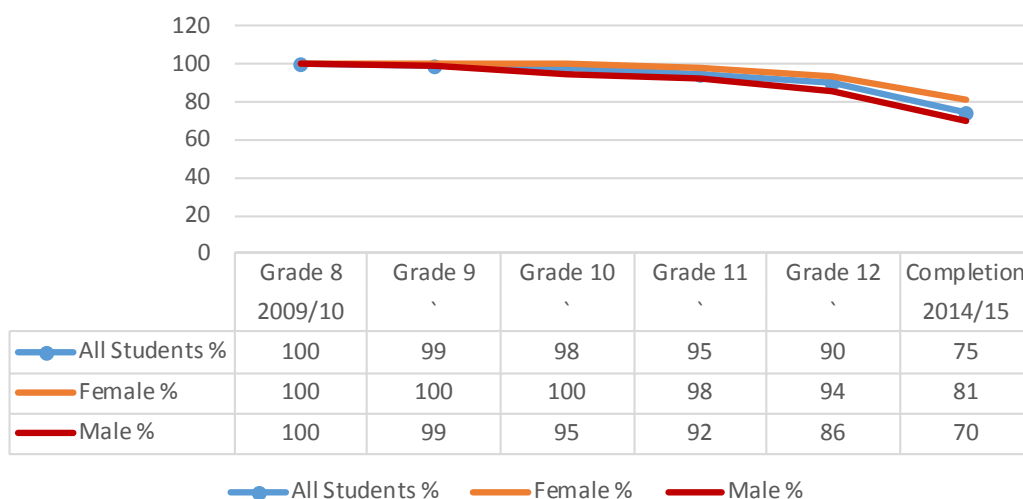
WE BELIEVE STUDENTS MEETING AND/OR EXCEEDING GRADE LEVEL EXPECTATIONS IN READING, WRITING, AND NUMERACY WILL GRADUATE WITH A DOGWOOD CERTIFICATE AND BE FULLY PREPARED FOR POST-SECONDARY EDUCATION.

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 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



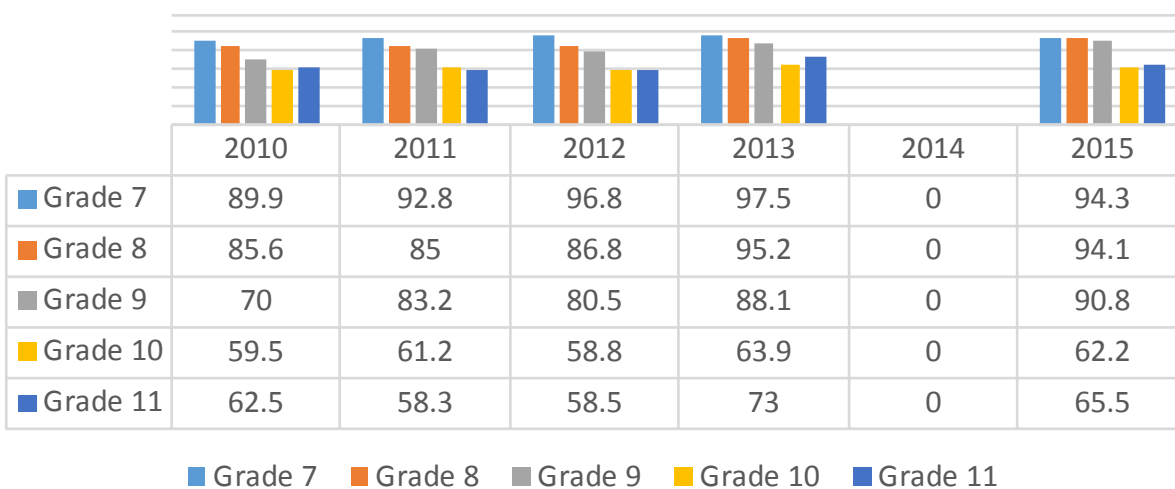
Progress of Aboriginal students entering Grade 8 in September 2009

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 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.

Academic Grade Readiness % of Aboriginal Students Successfully Completing All Five Core Courses



Local Aboriginal Chiefs, Councillors, and community members lead the Grand Entry at the 2015 Aboriginal Graduation Ceremony.



PHYSICAL GOAL



Many of our students learn how to make and care for their first drum, alongside their peers

Our students learn local Okanagan protocol and also about all First Nations people



Our students learn from the water, always having a local focus with their teachings

Our students learn from the land while preparing salmon for the open fire on the Westbank First Nation reserve





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

THE ABORIGINAL AMBASSADOR DISTRICT PADDLE TEAM



Our Paddle Team becomes family

We are in the third year of running our District Aboriginal Paddle Team - known as the Indigenous Ambassadors. We collaborate with the local First Nations Bands and the Aboriginal division of the RCMP. Our Indigenous Ambassadors are from all of the secondary schools in the District. As part of their leadership journey, the team works with our younger First Nations students to empower a sense of pride and culture.



The team facilitates cultural leadership at the Gathering our Voices Conference in Vancouver



Our students learn from the water



The team learns how to paddle together



The team works together



ABORIGINAL GRADUATION RETREAT

Annual Graduation Retreats

In November and February 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 event, we were honoured to invite Dallas Arcand who is a world champion hoop dancer and a world class flute player. He was not only able to share these gifts with the graduates, but he was able to share his journey along with all of the struggles it takes to be the best at what you do. The students and staff were amazed by his presentation.



In February, 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 great day and students left with a sense of pride and commitment to continuing their personal journey of learning their history, traditions and culture.





COMMENTS FROM THE ABORIGINAL EDUCATION COUNCIL CHAIR



Message from Chris Derickson, Councillor, Westbank First Nation

This year we are celebrating an incredible milestone: a 75% graduation rate! This is an all time high and an accomplishment we should all be proud of. It has taken years of dedicated and visionary work from the Central Okanagan School District's Board of Education, administration, teachers, and support staff. The focus, commitment, and sacrifice of everyone working within the Aboriginal Program. And of course the guidance and support of the Aboriginal Education Council. Lim'lemt to all involved and congratulations to our students!

So let's celebrate! But we need to be mindful that this is only a milestone. We have a long way to go until we reach our goal of a 90% graduation rate. And we need to be mindful of the students that are not included within the 75%. I am confident that through continued collaboration, the inclusion of culturally relevant programming, and a focus on academic achievement we will reach our goal. It's been an incredible journey so far, but the best is yet to come.

Aboriginal Education Council

Terry Beaudry	Assistant Superintendent, Central Okanagan School District
Ann Bell	Project Director, Lake Country Native Association
Deb Butler	Board of Education, Central Okanagan School District
Denise Clough	Education Coordinator, Westbank First Nation
Joanne De Guevara	District Principal of Aboriginal Education, Central Okanagan School District
Raf De Guevara	Westbank First Nation
Delphine Derickson	Elder Westbank First Nation
Roberta Robin Dods	Board Member, Ki-Low-Na Friendship Society
Hugh Gloster	Superintendent, Central Okanagan School District
Chris Derickson	Councillor, Westbank First Nation
Eva Linttell	Kelowna Métis Association
Greg Mazur	Kelowna Métis Association
Amanda Montgomery	Okanagan Nation Alliance
Margaret Morton	Parent Representative, Aboriginal Parent and Family Education Council
Lee Mossman	Board of Education, Central Okanagan School District
Michelle Price	Parent Representative, Aboriginal Parent and Family Education Council
Edna Terbasket	Executive Director, Ki-Low-Na Friendship Society
Dan Wilson	Okanagan Indian Band
Chris Gorman	Board of Education, Central Okanagan School District (Alternate)
Julia Fraser	Board of Education, Central Okanagan School District (Alternate)



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>*