



With Community. About Community.

Together, we believe that each Westbank First Nation student can excel, achieve high educational standards, and thrive holistically.



Celebrating the 2024 Westbank First Nation Graduates

(Left to Right) Councillors: Andrea Alexander, Jordan Coble, Angie Derrickson
MBSS 2024 Graduates: Charley Lindley-Manchester, Madison Jack, Soraya Auger, Rylan Sundstrom, Lee McDougall, Chief Robert Louie and Councillor Sara Tronson



Central Okanagan Public Schools and the Local Education Agreement Oversight Committee acknowledge and honour the traditional territory and history of the Okanagan, syilx, People. We also acknowledge the traditional teachings of all our Elders and the wisdom of their Indigenous culture.

LOCAL EDUCATION AGREEMENT IS BETWEEN Westbank First Nation AND Central Okanagan Public Schools

The Local Education Agreement Oversight Team is responsible for overseeing the implementation of the Local Education Agreement with representation from Westbank First Nation (WFN), Central Okanagan Public Schools District staff, the Principal of s̓ənsisyust̓ən House of Learning, and the Principals of Chief Tomat Elementary School, Constable Neil Bruce Middle School, and Mount Boucherie Secondary School (Westbank First Nation schools of choice).

Currently, the Oversight Team includes:

Carol Derickson	ᖃᖅᖅ / Elder
Chris Alexander	Westbank First Nation Education Resource Coordinator, LEA Oversight Committee Co-Chair
Jesse Bruce	Director of Instruction—Indigenous Education and Equity, LEA Oversight Committee Co-Chair
Jennifer Adamson	xatus, Chief Tomat Elementary School
Terry-Lee Beaudry	Deputy Superintendent of Schools
Denise Clough	Westbank First Nation Director of Community Services
Joanne DeGuevara	xatus, s̓ənsisyust̓ən House of Learning
Brad Kuhn	xatus, Constable Neil Bruce Middle School
Ryan Mansley	xatus, Mount Boucherie Secondary School
Christie Russell	District Vice-Principal—Indigenous Education
Raquel Steen	Assistant Superintendent of West Kelowna Schools
Nicole Werstuik	Westbank First Nation Youth and Recreation Manager

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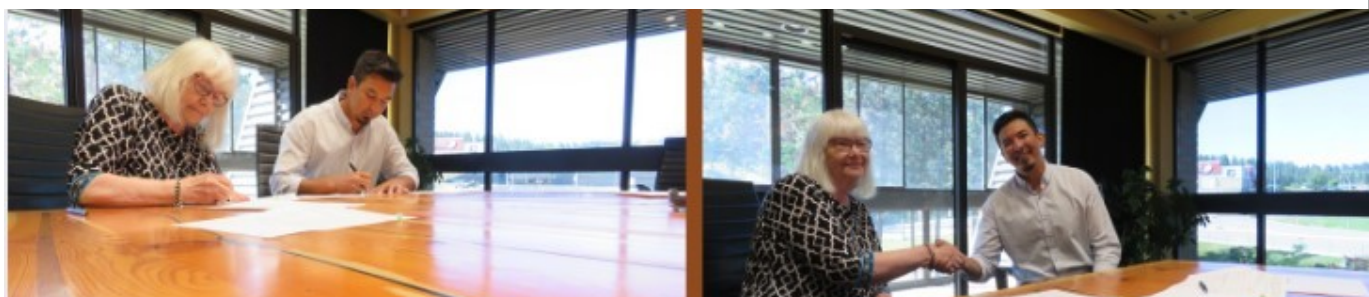
LOCAL EDUCATION AGREEMENT

Westbank First Nation (WFN) and the Central Okanagan Board of Education believe that the negotiation and adoption of a Local Education Agreement (LEA) provides a significant opportunity to come together to focus on ways to improve educational outcomes for WFN students, while fostering the relationship necessary to accomplish mutual goals and respond to equitable opportunities to support the unique needs of WFN students and families. **Central Okanagan Public Schools' Board of Education and WFN continue to walk hand in hand to carry out the co-designed Terms of Reference and shared responsibilities outlined in the eighth Local Education Agreement.** The LEA Oversight Team focuses on priorities of the District's Strategic Plan which are also reflected in the LEA Terms of Reference.



Local Education Agreement Signing L-R:

Chantelle Desrosiers (Trustee), Delta Carmichael (Secretary-Treasurer / CFO), Julia Fraser (Board Chair), Terry-Lee Beaudry (Deputy Superintendent of Schools), Kevin Kaardal (Superintendent of Schools/CEO), Moyra Baxter (former Board Chair), Jordan Coble (WFN Councillor), Andrea Alexander (WFN Councillor), Denise Clough (WFN Director of Community Services), Wayne Broughton (Trustee), Chris Alexander (WFN Education Resource Coordinator), Jim Bauer (Westbank First Nation Acting CAO)



Central Okanagan Public Schools former Board Chair, Moyra Baxter, and Westbank First Nation Councillor, Jordan Coble, sign the five-year Local Education Agreement (2022-2027) between Central Okanagan Public Schools and Westbank First Nation.



BOARD INTERCHANGE

Each year, Westbank First Nation (WFN) Chief and Council and the Board of Education meet to review the commitments of the Local Education Agreement, celebrate student achievement, and reflect on how to improve support to WFN students. The overarching commitment between WFN and the Board is to uphold the belief that each WFN student can excel and achieve high educational standards. This commitment is reflected in the outstanding graduation rates of WFN students.



Board Interchange Committee L-R:

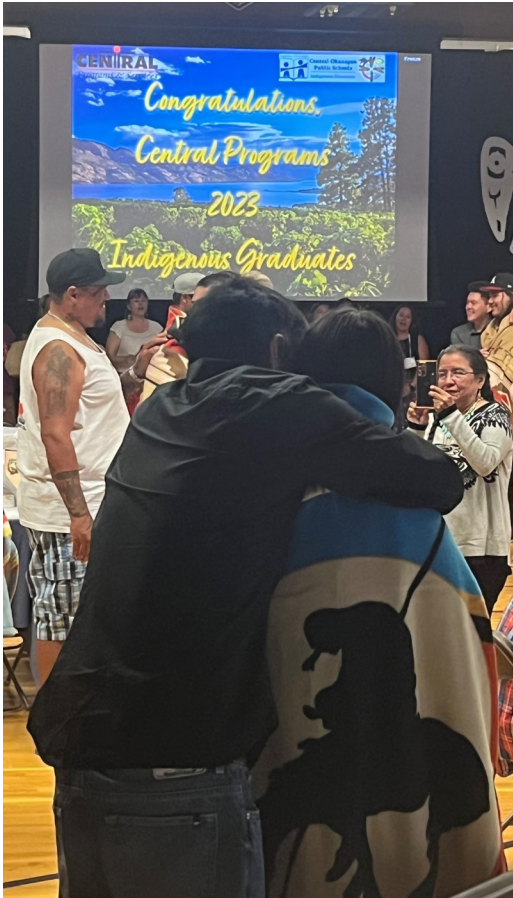
Delta Carmichael (Secretary-Treasurer / CFO), Sara Tronson (WFN Councillor), Angie Derrickson (WFN Councillor), Val Johnson (Trustee), Nicole Werstuik (WFN Youth and Recreation Manager and IEC Vice-Chair), Kevin Kaardal (Superintendent of Schools/ CEO), Julia Fraser (Board Chair), Wayne Broughton (Trustee), Chief Robert Louie, Terry-Lee Beaudry (Deputy Superintendent of Schools), Andrea Alexander (WFN Councillor), Chantelle Desrosiers (Trustee), Lee-Ann Tiede (Trustee), Jordan Coble (WFN Councillor and IEC Chair), Jesse Bruce (Director of Instruction—Indigenous Education and Equity), Chris Alexander (WFN Education Resource Coordinator)

In addition to annual Board Interchange meetings, **the Local Education Agreement Oversight Team meets a minimum of four times each school year.** The Oversight Team is responsible for overseeing the implementation of the Local Education Agreement and is made up of representatives from Westbank First Nation (WFN), Central Okanagan Public Schools District staff, the Principal of sən̓s̓yustən House of Learning, and the Principals of Chief Tomat Elementary School, Constable Neil Bruce Middle School, and Mount Boucherie Secondary School (Westbank First Nation schools of choice).



OVERARCHING COMMITMENT

The Local Education Agreement (LEA) between Westbank First Nation (WFN) and the Central Okanagan Board of Education **affirms and recognizes shared responsibilities, accountability, and the benefits of WFN and the Board of Education working together for the success of First Nation students.** WFN and the Board are committed to providing programs and services to WFN students that are appropriate to history, cultural and linguistic heritage, and a continuing source of satisfaction and pride for WFN and the Board. For a complete list of WFN and Board commitments, please refer to the LEA.



2023 Central Programs and Services Graduate Nikita Wilson and her father, Nathan Wilson



GOALS AND MEASURABLES

Goal 1: WFN and the Board supports a local syilx cultural presence in schools to foster a sense of belonging and school success for each WFN student.

Goal 2: Elementary, middle, and secondary WFN students will be invited to participate in age-appropriate talking circles (during year 2 and year 4 of this Agreement) to gather insight into their learning priorities and social/emotional well-being.

Goal 3: The LEA Oversight Team will provide opportunities for WFN parents/caregivers to provide feedback at WFN/Board Community partner initiatives. (ie. parent information nights, talking circles, surveys, etc.)

Additionally, student achievement will be reported through:

Chief Black Bear (skəmxišt)	Chief Bitterroot (sp'ixlām)	Chief Saskatoon Berry (siya?)	Chief Spring Salmon (ntityix)
			
Early Learning Profile Data	Grade Level Attendance	Learning Updates (Report Card Data)	Learning Updates (Report Card Data)
Learning Updates (Report Card Data)	Learning Updates (Report Card Data)	Grade 4, 7, 10, and 12 Satisfaction Surveys	Grade 4, 7, 10, and 12 Satisfaction Surveys
Grade 4 and Grade 7 Foundation Skills Assessment (FSA) results	Grade 4, 7, 10, and 12 Satisfaction Surveys	Transition Plan Data (Elementary /Middle /Secondary and Post-Secondary)	Suspension Data
Grade 4, 7, 10, and 12 Satisfaction Surveys	Transition Plan Data (Elementary /Middle /Secondary and Post-Secondary)	Extracurricular involvement	Transition Plan Data (Elementary /Middle /Secondary and Post-Secondary)
Transition Plan Data (Elementary/Middle/Secondary and Post-Secondary)	WFN students enrolled in Indigenous course opportunities	WFN students enrolled in Indigenous course opportunities	WFN students enrolled in Indigenous course opportunities
Graduation Rates			
WFN students enrolled in Indigenous course opportunities			

concept based on Central Okanagan Public Schools – [Attributes of a Learner](#)

Honouring the Four Food Chiefs (see LEA Terms of Reference)

The LEA Oversight Team will view their responsibilities through the lens of the Four Food Chiefs, ensuring a culturally responsive approach to supporting WFN students and families.



MINISTRY OF EDUCATION AND CHILDCARE UPDATES:

Bill 40

The Province of British Columbia's School Amendment Act (2023) includes new First Nation Schools of Choice provisions that set out a process for First Nations to choose which school First Nation students, who live On-Reserve, self-governing First Nation lands, or Treaty Lands, will attend. Bill 40 ensures that Westbank First Nation can designate an elementary, middle, and secondary school for their students. Further, Bill 40 ensures that First Nations will not have to negotiate this with the Board of Education. The new legislation aligns with the District's commitment to Equity in Action for Truth and Reconciliation. Previously, First Nations were not considered when school districts were created and catchment areas designated. Schools of Choice legislation is a response to the Truth and Reconciliation Calls to Action and British Columbia's Tripartite Agreement. Locally, to enact Bill 40 - Schools of Choice, District staff consulted with the Local Education Agreement Oversight Committee on January 18, 2024, and the Indigenous Education Council on January 23, 2024. Schools of Choice legislation ensures that WFN students living On-Reserve have priority enrolment at the WFN's selected schools of choice. Subsequently, **Westbank First Nation conducted an internal process to determine Schools of Choice for First Nations students living On-Reserve. On March 26, 2024, WFN confirmed Chief Tomat Elementary, Constable Neil Bruce Middle School, and Mount Boucherie Secondary School as their schools of choice.**

Enrolment Policy

The District's Enrolment Application has been updated to reflect the Bill 40 mandates and align with the new Schools of Choice legislation. To update the Enrolment Application, District Staff engaged in inter-departmental collaboration and consulted the Indigenous Education Council to **ensure that parents/caregivers can now identify as living On or Off Reserve, and as a registered member of a local First Nation (Westbank First Nation).** For example:

Indigenous Ancestry from Canada

Does this student have Indigenous ancestry from Canada?

Yes
No

Indigenous Affiliation

Inuit

Métis

Status

Non-Status

Is this student a registered member of a local First Nation (Westbank First Nation or Okanagan Indian Band)?

WFN

OKIB

No

Does this student live On or Off Reserve?

On Reserve

Off Reserve

Do you want your child to be involved in the District's Indigenous Education Program?

Yes
No

The Central Okanagan Public Schools Indigenous Education Program provides services to students of Indigenous ancestry to enhance their school experience. An Indigenous student is someone who self identifies as being of Indigenous ancestry (First Nations, status and non-status, Inuit and Métis) from Canada not the United States or other jurisdictions.

Only the student, parent or caregiver can “self-identify,” not Bands or district staff.

The Indigenous Education Program includes opportunities for:

- Indigenous Student Advocate support at elementary, middle, and secondary schools
- Academic advising, coaching, and support
- Cultural teachings/gatherings/events
- Personal and emotional support
- Liaising with parents, caregivers, and community agencies
- Career Planning
- Goal Setting
- Nsyilxcen (Okanagan) Language



CULTURE IN SCHOOLS

The Indigenous Cultural Program in the Central Okanagan Public Schools plays a vital role in promoting and preserving Indigenous culture in schools. **The program provides students with opportunities to learn about Indigenous cultures, take pride in their identity, and develop a deep respect for the land and stories of the syilx (Okanagan) people.**

The Central Okanagan Public Schools Cultural Coordinator organizes events, distributes Indigenous-based resources, and coordinates cultural materials for Indigenous Advocates and their gathering spaces. We are proud to have two Cultural Presenters who work to offer age-appropriate cultural experiences in schools. These opportunities align with First Peoples Principles of Learning, connect to provincial curriculum, and respect a local first (syilx) commitment.

Currently, this program teaches a variety of cultural topics, including ethnobotany, governance, traditional housing, beading, fishing, the fur trade, the Medicine Wheel, land stewardship, the Blanket Exercise, personal pouches, and seasonal teachings. Presenters collaborate closely with District Learning Consultants and community to prepare hands-on, immersive learning materials that deepen students' understanding of these important cultural teachings.

Cultural Presence at Schools of Choice (2023-2024)

CTE	17 Cultural Offering (14 Traditional Storytelling with Anona Kampe) 3 Whole School Cultural Offerings
CNB	8 Cultural Offerings 25 Elder in Residence visits
MBSS	21 Cultural Offerings (15 Traditional Storytelling with Anona Kampe) 11 Whole School Cultural Offerings (7 Blanket Exercises with Grade 12 students) 8 Elder in Residence visits



Cultural Presenter, Sharon Hopf, facilitating cultural learning at Chief Tomat Elementary School.



Land-Based Learning program. Constable Neil Bruce Middle School students learning on the land.



PRIMARY WINTER GATHERING

January 23-26, 2024, the Indigenous Education Department hosted the Primary Winter Gathering for all Grade 3 Indigenous students in Central Okanagan Public Schools and Grade 2 and 3 students from s̓ənsis̓yustən House of Learning at the Kelowna and District Fish and Game Club. Students engaged in cultural learning with the goals of exploring what it means to be Indigenous, **celebrating culture through song, dance, *cap̓tikʷl*, drumming, storytelling, and fostering relationships with Elders, teachers, each other and ourselves.** Students explored local protocols, The Four Food Chiefs, Elder respect, land acknowledgements, the origins of traditional dance, and the intentions of gifting and reciprocity in Indigenous culture. The heartbeat of the drum, shared by Birch Creek Drummers, **filled the hearts of those attending with joy and a sense of community, leadership and pride.** This year, s̓ənsis̓yustən House of Learning shared traditional song and drumming by gifting us with the Okanagan song. Students witnessed teachings and prayers shared by Elder Bonnie Coble (Westbank First Nation), Elder Maureen Ziprick (Okanagan Indian Band), and Elder Rose Caldwell (Westbank First Nation).



Cedarrose Mason, Waverly Butler, Indigenous Student Advocate Tyna Smith, Feather Mason, Aria Haller, Keyara Coble, at the Primary Winter Gathering



Gage Paul, Osoyoos Indian Band, and Shale Hines, WFN, at the Primary Winter Gathering



LAND-BASED LEARNING

Land-Based Learning (often referred to by students as Land-Based Love) is a school-based program that reconnects students with nature, culture, and community through hands-on outdoor learning experiences. By immersing in the land, students gain a deeper appreciation for their heritage, develop respect for the environment, and build stronger connections to their cultural roots. When CNB students were asked about their experience, this is what they had to say:

"I really like everything about Land-Based Love. I like how we got to miss school and learn about our culture. My favorite memory was getting to learn how to make arrowheads. I also liked being out in nature and going on walks. I liked going to the winery - I got a handful of grapes. If anyone is thinking about joining Land-Based Love and is not sure, do it. It is fun."

WFN Member, Tyus Coble

"I like the love at Land-Base Love. I like learning about my culture, the connections I make there and I like participating in the connection circle. My favorite memory would be going to the winery and the pithouse. I liked both of these trips because I like to be outside and it was fun. If I could change anything about Land-Based Love, I would want it to be longer, like a full school year. I did not like the portable. I feel like we needed an actual space to learn that was more connected to the land than the portable. If anyone is thinking about joining Land-Based Love they need to remember that even though it's fun, they are there to connect, communicate, and learn with an open mind and open heart."

WFN Member, Keyara Coble

"I liked when we went on walks together. I wish we got more of that. Being on the land and being outside more would have been nice. My favorite lessons were flint napping, beading/sewing; learning how to make earrings. If anyone is thinking about joining Land-Based Love, you need to be respectful and listen, and do not take it for granted because there are a lot of kids who would like to be there. You need to participate, it is important."

WFN Nominal Roll Student, Keirra Louie

"I liked how inclusive it was. My favorite lessons were making the dream catchers. If anyone was looking to join Land-Based Love, I would tell them it is fun and that you get to go outside which is awesome".

WFN Member, Tyme Stimson



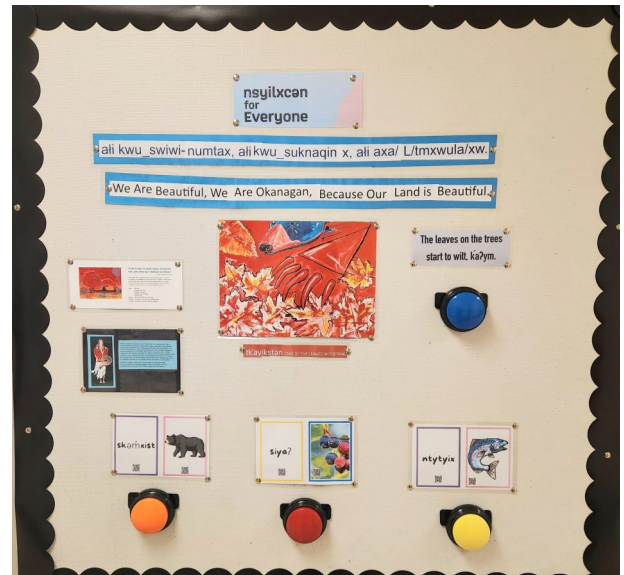
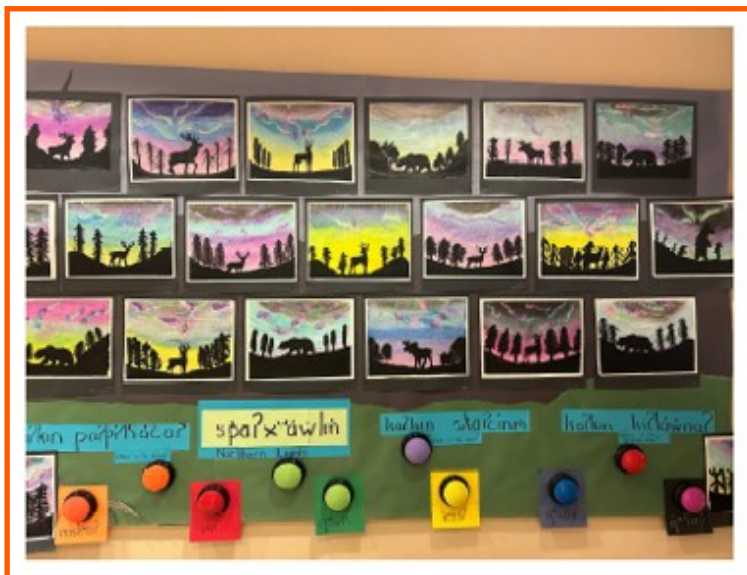
Keirra Louie and Tyme Stimson
at Land-Based Learning



nsyilxcən Language Learning

Chief Tomat Elementary School

To create a presence of the nsyilxcən language in schools, Chief Tomat Elementary School teacher, Mrs. Robbins, and her grade 3 class created a language board to share nsyilxcən with the school community. Seasonal nsyilxcən words are posted on the board throughout the year. Students push the buttons to hear a syilx language instructor speak words in both english and nsyilxcən. **Mrs. Robbins' leadership in highlighting nsyilxcən words and phrases at CTE has resulted in similar language boards being created at schools throughout the district.**



Peachland Elementary School

Opportunities to learn the local nsyilxcən language are gradually increasing within school communities. In each of the last two years, at Peachland Elementary School, the staff and students have been grateful to have had Jasmine Pe-one, a Westbank First Nation member, teach an introduction to the nsyilxcən language and syilx traditions. These language lessons often begin with basic vocabulary, greetings, and phrases, laying a foundation for further learning. This journey teaches students to communicate in the local language while deepening their understanding of local culture and ways of thinking.





PARTNERSHIP WITH s̓ənsisyustən HOUSE OF LEARNING

For the 2023-24 academic year, Constable Neil Bruce Middle School embarked on a transformative journey centered around the powerful theme of Connect, Nurture, and Belonging. This guiding principle became the cornerstone of our educational approach, encapsulating our commitment to ensuring every learner felt deeply connected to our school and its staff, nurtured in their academic growth, and embraced a profound sense of belonging within the CNB community.

Throughout the year, the dedicated staff at CNB took deliberate actions to breathe life into this theme, making it more than just a slogan but a lived reality for all our students. One particularly impactful initiative focused on fostering connections with our incoming Indigenous students and their families through a meaningful partnership with s̓ənsisyustən.

Originating from genuine friendships between CNB's leadership and members of the s̓ənsisyustən community, this partnership blossomed into a beautiful collaboration. It began with an invitation to attend the Friday morning school community breakfast and participate in the traditional start-of-day circle at s̓ənsisyustən. What started as a simple gesture evolved into a cherished ritual, with CNB's leadership team and staff eagerly joining in every week.

The primary aim was to establish trust and familiarity, ensuring that s̓ənsisyustən students and families viewed CNB as a safe and welcoming environment. Recognizing the challenges many students face transitioning from a smaller school to CNB's larger campus, we sought to provide reassurance and support through these interactions. Yet, the impact of this initiative exceeded our expectations. Inspired by the Indigenous practices witnessed at s̓ənsisyustən, many CNB staff members chose to integrate similar teachings into their own classrooms, enriching the educational experience for all local learners. This infusion of Indigenous wisdom not only enhanced cultural understanding but also strengthened the sense of connection and belonging within our school community.

Moreover, the visits to s̓ənsisyustən sparked meaningful conversations among CNB educators, fostering a deeper appreciation for Indigenous protocols, traditions, and teachings. From witnessing syilx prayers to embracing drumming songs, these exchanges enriched our collective understanding and fostered a culture of mutual respect and appreciation.

As a community of learners, we take great pride in the profound relationship forged with s̓ənsisyustən and the invaluable learning experiences it has afforded us. Together, we continue to strive towards creating an inclusive, nurturing, and deeply connected educational environment where every individual feels valued and supported on their journey.



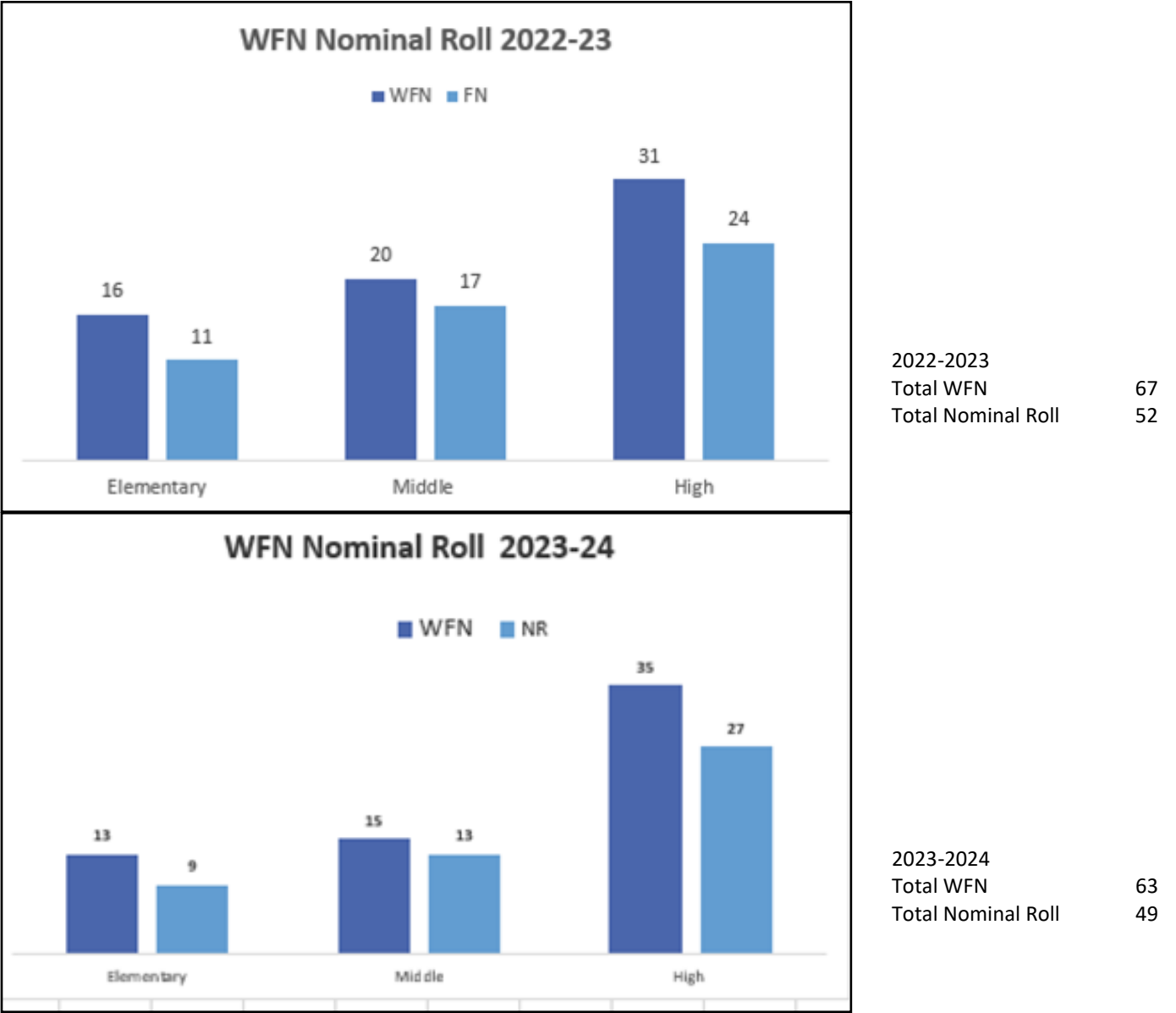


STUDENT ENROLMENT

For reference, data has been collated for the following groups: All Resident Students, All Indigenous Students (approximately 3200), Nominal Roll Students, and Westbank First Nation Students.

Chief Black Bear (skæmxist)

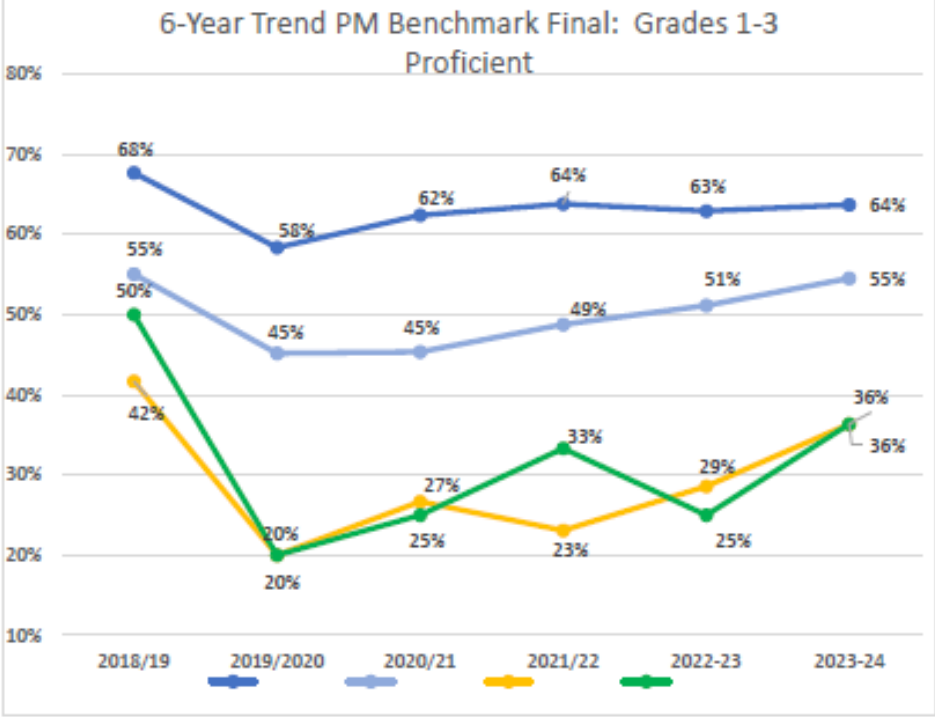
(2.4) WFN and the Board will assess the progress of WFN students to ensure that each WFN student's educational needs, specifically intellectual, emotional, spiritual, and physical, are being addressed.





District Results: Grades 1-3

Learning Progress Continuum (in relation to Curriculum Learning Standards)			
Emerging	Developing	Proficient	Extending
Student is not yet or is beginning to demonstrate the expected learning.	Student is demonstrating the expected learning with growing consistency.	Student consistently demonstrates the expected learning.	Student consistently demonstrates the expected learning with increasing depth and complexity.



PM Benchmark (reading) level data trend over time, inclusive of 10-16 WFN students, depending on the year.

25% (2022-23) and 36% (2023-24) of WFN students in Grades 1-3 were assessed as proficient or extending.

All Resident Students
All Indigenous
Nominal Roll Students
Westbank First Nation Students



EARLY LEARNING TEAM

Central Okanagan Public Schools Indigenous Early Learning Teacher Consultants collectively support Indigenous learners at four elementary schools, including Chief Tomat Elementary School, Webber Road Elementary School, and ecole Glenrosa Elementary School, in Kindergarten to Grade 4, to **enhance literacy acquisition**. Embracing a culturally responsive approach. Consultants are guided by the First Peoples Principles of Learning to cultivate a passion for literacy by means of oral storytelling, phonics instruction, written responses, and exploring story through materials.

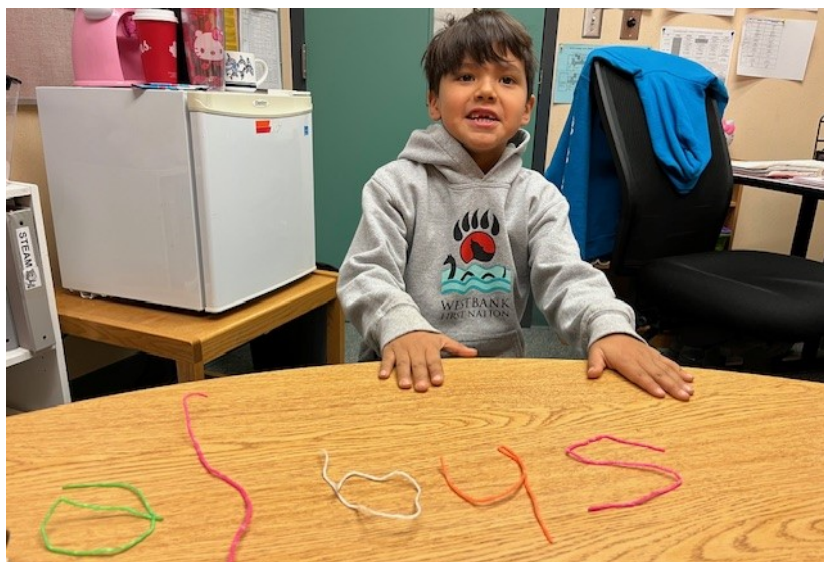
The Early Learning Team currently supports 20-25 students within Chief Tomat Elementary with **culturally relevant literacy support that reflects a holistic view of learning**. The team works in consultation with Westbank First Nation Elders and community members to bring local first resources and teaching to students in order to honour the land we live on, to increase local cultural awareness, and to foster a sense of belonging for Westbank First Nation students.

The Early Learning Consultants at Chief Tomat Elementary work alongside the Indigenous Education Department's District Vice-Principal to support whole class instruction. **Consultants provide professional learning opportunities for teaching staff, aiding them in localizing, indigenizing, and decolonizing classroom environments**. Their initiatives include hosting informative lunch-and-learn sessions, contributing educational content to staff meetings, and delivering professional development workshops for Indigenous Advocates.

The Early Learning Team is actively involving the community, including hosting family literacy nights at the schools, being part of the *səxʷkíx-italx kíl čácmála?* Early Years Table, engaging with Elders and continuing to maintain relationships with Westbank First Nation. Through community connections, comprehensive support is provided to learners, addressing both their academic and holistic well-being.



Early Learning Teacher Consultants support students at Chief Tomat Elementary School with targeted literacy support.

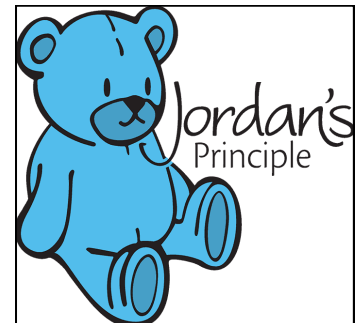


Shale Hines, WFN member, with Indigenous Early Learning Consultant



JORDAN’S PRINCIPLE

Jordan's Principle is named in honour of Jordan River Anderson, a young First Nations child from Norway House Cree Nation in northern Manitoba, who spent his entire life in hospital while caught in a jurisdictional dispute between the governments of Canada and Manitoba. The ongoing dispute prevented Jordan from returning to his home community to receive in-home care. Through advocacy efforts, Jordan's Principle has now become a legal requirement, resulting from the Orders of the Canadian Human Rights Tribunal. Across Central Okanagan Public Schools, school teams, the Indigenous Education Department, and community organizations were very successful in receiving over \$525,000 in funding for educational enhancements during the 2023-2024 school year. **Examples of support funded through Jordan’s Principle for Westbank First Nation schools of choice are a Certified Education Assistant (CEA), Classroom Support Teachers, as well as additional funding for assessments and cultural opportunities.**



Support accessed through Jordan’s Principle is in addition to, and not instead of, school-based support. District staff implement the Jordan's Principle District Administrative Procedure to streamline the application process for equitable services and support for groups of Indigenous learners. The Indigenous Education Department continues to support Indigenous families in their application for home supports in teams with Okanagan Nation Alliance.



Jordan's Principle CEA, supporting Kade Amey Agecoutay



EARLY LEARNING SUPPORT FOR WFN STUDENTS

To support Early Learning for WFN students, the team focusses on holistic support, including the academic, emotional and physical needs of students. This may include ensuring that food is provided for breakfast, lunch, and a bag of food taken home. Indigenous Advocates connect with the students, families and WFN to learn how the school can support in other ways. For example, provide clothing, 'soft starts' in the Gathering Room, transition to the WFN After-School Care Program, or ensure an alternate space and choice for the students to experience success at school.

Early Learning Teacher Consultants also work one-on-one or in small groups to bolster literacy instruction and connect students with Indigenous materials and content.

CTE TRANSITIONING WFN/INDIGENOUS LEARNERS INTO SCHOOL AND TO CNB

To support the transition of Kindergarten learners to Chief Tomat, the school hosts Early Learning for Families (ELFF) and a Kindergarten Welcome event. Throughout the spring and summer, Indigenous Advocates and staff connect with students and families in preparation for transition to school.

If a student has gone through the WFN Early Years Program, a transition meeting where CTE staff, WFN staff and the family come together, sit in circle, and talk about how to support the student may be held. **For example, previously, additional supports have been required for a WFN student transitioning to Kindergarten at CTE. In this case, a meeting was held in June met in June and August to ensure that necessary supports were in place before the student started Kindergarten.** This relationship with WFN has continued over the years to support this student.

To support WFN Grade 5 students transitioning to CNB, articulation meetings are co-hosted in collaboration with CNB staff to ensure the strengths and growth areas of each student are shared and planned for, including any additional supports needed. WFN students also visit CNB for a second tour focused on connecting and building relationships with the CNB Indigenous Student Advocates and staff.

SUCCESS TEACHERS at CNB

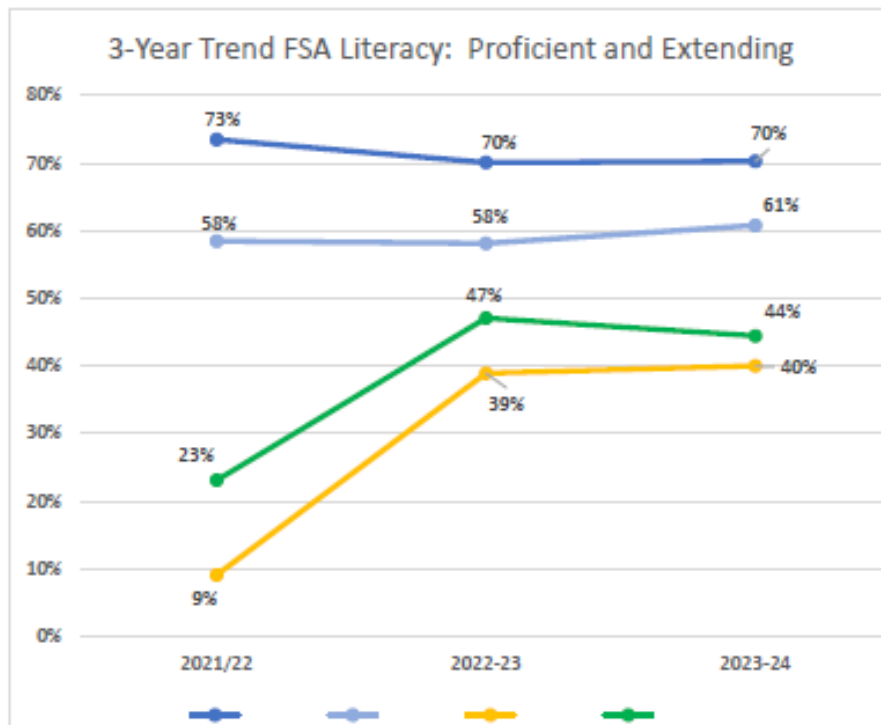
At CNB, the Indigenous Success Teacher has an important role in the social-emotional and academic growth of Westbank First Nation students. With a focus on connection and relationship, as well as a creating safe learning environment where students feel seen, heard, and valued, student are supported to thrive at school.

Academic support happens both within the classroom and in the Indigenous Gathering Room. Students receive one-on-one guidance and culturally sensitive support. Additionally, students are supported in their classes, receiving assistance with their assignments. The Success Teacher also facilitates a homework club, providing students with extra time and assistance to succeed in their coursework.

Success teachers recognize the unique experiences of each student and offers tailored guidance to foster self-awareness, resilience, and positive interpersonal skills. **This work directly aligns with the commitment to the Westbank First Nation community to nurture a well-rounded, supportive environment for students to thrive holistically.**



District Results: Grade 4 and 7



Foundations Skills Assessment Literacy trend over time. Grade 4 and 7 students reported together because less than ten at each grade level completed the assessment each year.

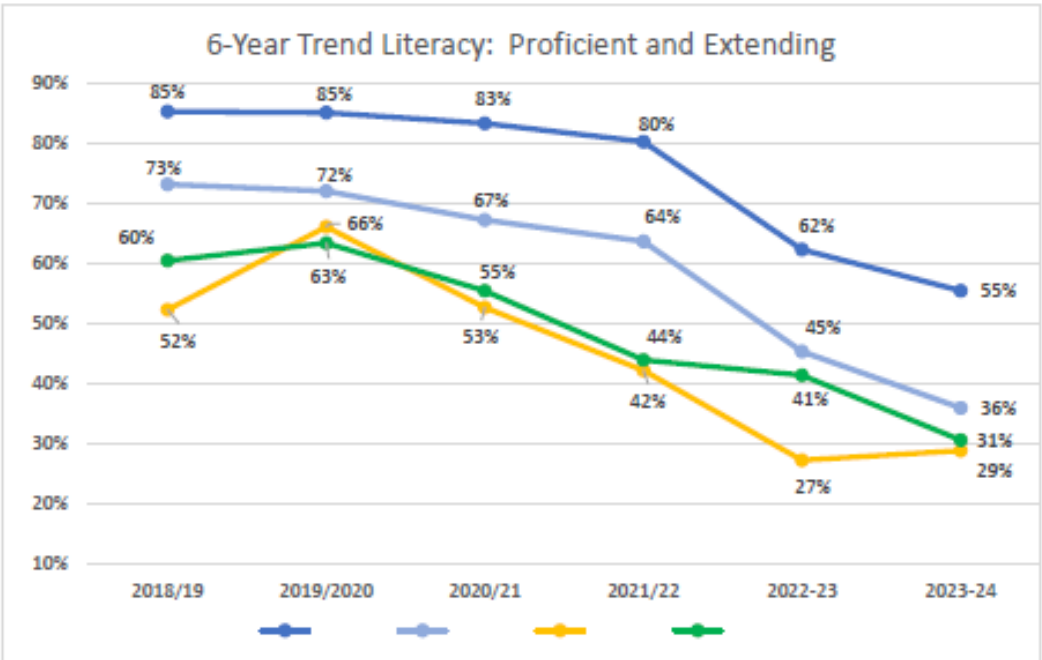
47% (2022-23) and 44% (2023-24) of WFN students in Grades 4 and 7 are assessed as proficient or extending.

Learning Progress Continuum (in relation to Curriculum Learning Standards)			
Emerging	Developing	Proficient	Extending
Student is not yet or is beginning to demonstrate the expected learning.	Student is demonstrating the expected learning with growing consistency.	Student consistently demonstrates the expected learning.	Student consistently demonstrates the expected learning with increasing depth and complexity.

All Resident Students
All Indigenous
Nominal Roll Students
Westbank First Nation Students



District Results: Grades 6-9



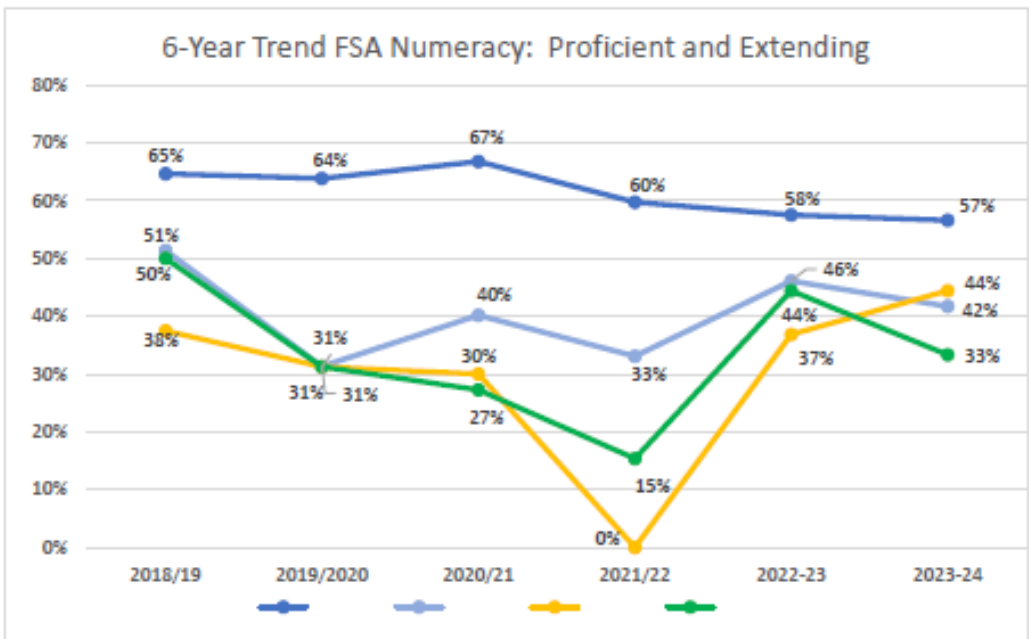
Written Learning Update Literacy Assessment trend over time, inclusive of all WFN students in Grades 6 and 9.

41% (2022-23) and 31% (2023-24) of WFN students in Grades 6 and 9 are assessed as proficient or extending.

Learning Progress Continuum (in relation to Curriculum Learning Standards)			
Emerging	Developing	Proficient	Extending
Student is not yet or is beginning to demonstrate the expected learning.	Student is demonstrating the expected learning with growing consistency.	Student consistently demonstrates the expected learning.	Student consistently demonstrates the expected learning with increasing depth and complexity.
All Resident Students			
All Indigenous			
Nominal Roll Students			
Westbank First Nation Students			



District Results: Grade 4 and 7



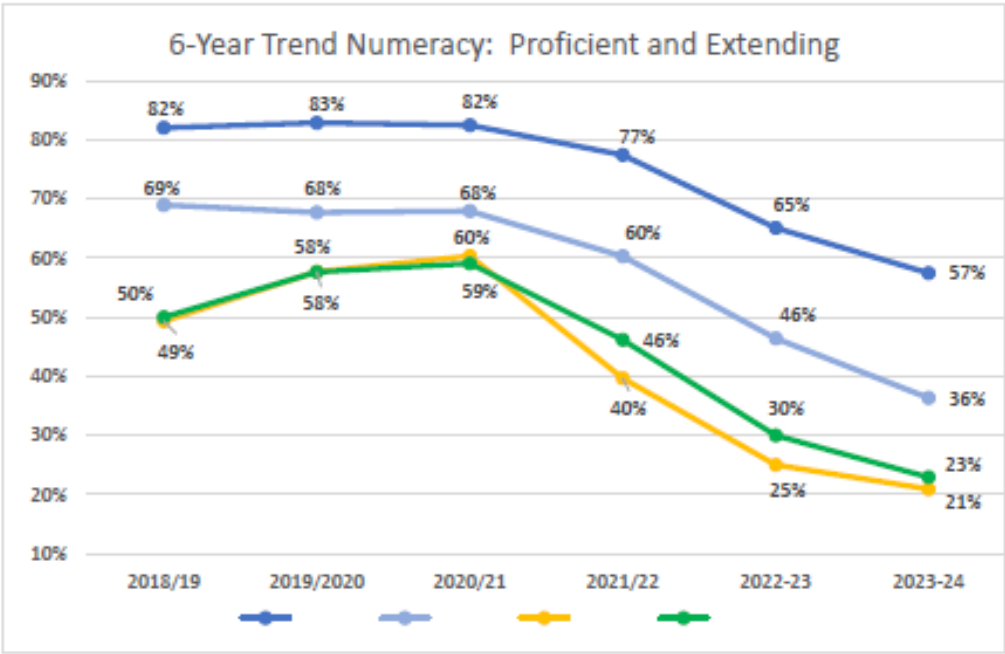
Foundation Skills Assessment Numeracy trend over time. Grade 4 and 7 students reported together because less than ten at each grade level completed the assessment each year.

44% (2022-23) and 33% (2023-24) of WFN students in Grades 4 and 7 are assessed as proficient or extending.

Learning Progress Continuum (in relation to Curriculum Learning Standards)			
Emerging	Developing	Proficient	Extending
Student is not yet or is beginning to demonstrate the expected learning.	Student is demonstrating the expected learning with growing consistency.	Student consistently demonstrates the expected learning.	Student consistently demonstrates the expected learning with increasing depth and complexity.
All Resident Students			
All Indigenous			
Nominal Roll Students			
Westbank First Nation Students			



District Results: Grades 6-9



Written Learning Update Numeracy Assessment trend over time, inclusive of all WFN students in Grades 6 and 9.

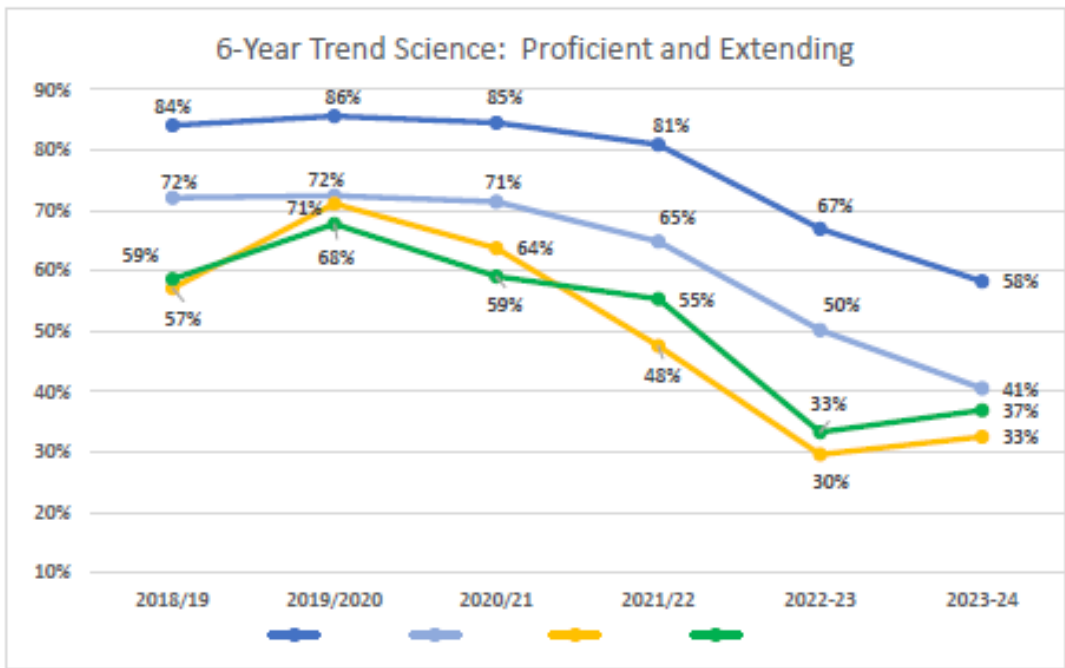
30% (2022-23) and 23% (2023-24) of WFN students in Grades 6 and 9 are assessed as proficient or extending.

Learning Progress Continuum (in relation to Curriculum Learning Standards)			
Emerging	Developing	Proficient	Extending
Student is not yet or is beginning to demonstrate the expected learning.	Student is demonstrating the expected learning with growing consistency.	Student consistently demonstrates the expected learning.	Student consistently demonstrates the expected learning with increasing depth and complexity.

All Resident Students
All Indigenous
Nominal Roll Students
Westbank First Nation Students



District Results: Grades 6-9



Written Learning Update Science Assessment trend over time, inclusive of all WFN students in Grades 6 and 9.

33% (2022-23) and 37% (2023-24) of WFN students in Grades 6 and 9 are assessed as proficient or extending.

Learning Progress Continuum (in relation to Curriculum Learning Standards)			
Emerging	Developing	Proficient	Extending
Student is not yet or is beginning to demonstrate the expected learning.	Student is demonstrating the expected learning with growing consistency.	Student consistently demonstrates the expected learning.	Student consistently demonstrates the expected learning with increasing depth and complexity.

All Resident Students
All Indigenous
Nominal Roll Students
Westbank First Nation Students



CULTURALLY CONNECTED SCIENCE INSTRUCTION IN SCHOOLS

In the 2023-2024 school year, Indigenous students at MBSS had the unique opportunity to explore Indigenous pedagogies by learning, alongside Indigenous Student Advocates, the traditional art of scraping, salting, and tanning hides.

Utilizing rabbit, deer, and moose hides, students learned hands-on how to use various tools to scrape a hide and gained knowledge of traditional scraping materials, such as bones and stones. Students also embarked on the challenging task of pulling tufts of hair from the hides, harvesting the hair for hide tufting art, exploring in real time the care and respect traditionally taken to make use of all parts of the animal. In addition to using store-bought chemicals, students experimented with the chemical reaction of tannins using traditional brain solution; they learned the science of using salt to pull moisture from hides and why the salt works to help dry out hides; students learned about hide stretchers and how to stretch hides; students further considered the traditional uses of both raw and tanned hides, such as clothing, housing, drums, rattles, and snowshoes.

Students were engaged throughout the process, working communally and noting the hard physical work it takes to tan a hide using traditional methods. There was plenty of laughter, noting how much fun, and tough work, it was to learn Science through traditional cultural activities.

This Fall 2024, the Indigenous Students Advocates at MBSS have secured an outdoor classroom space located next to the Gathering Room where hide tanning, smudging, and other Indigenous pedagogies and technologies can be explored on an ongoing basis. The new Indigenous outdoor classroom is located in the courtyard at the center of the school, putting the ingenuity of Indigenous Science on display for the entire school community to explore.



WFN students Sheadan Clough, Tritan Wilson, and Ethan Abel with Indigenous Student Advocate Nicole Rishaug



COMMUNITY BASED TABLE (“CBT”) (Section 2.5 of the Local Education Agreement)

The CBT was established in October 2023 to align services and supports to meet the needs of WFN students. CBT meetings can happen at any time and be initiated by the District or WFN staff. Each meeting starts with positive news, after which **the focus is aligning supports and services to students. Community-Based Table meetings have resulted in structures and outcomes that support student wellness and achievement.**

Mount Boucherie Secondary School:

Since it inception, the CBT has had eight meetings after the Nominal Roll was completed for school year 2023-2024. **The main topics of discussion was graduation and attendance.** Our meetings enabled us to provide more support and awareness for our students in community. Assisting with new ways to approach problems our students were facing and knowledge around who is at risk of not graduating. **For example, we have recorded higher attendance rates for our nominal roll students through the WFN incentive program.**

Constable Neil Bruce Middle School:

Constable Neil Bruce Middle School met seven times during the 2023-24 school year. Discussions included collaborative approaches to supporting mental health, attendance, and families. **These meeting allowed us to provide wellness checks on students and families through weekends and summer that supported student safety.** It also allowed our team to share information that was essential in **providing culturally responsive practices for children and establishing Indigenous wellness support.** Lastly, we were able to partner with Westbank First Nation Youth Centre staff to support students coming to school, using the WFN incentive program and providing extra-curricular opportunities.

Chief Tomat Elementary School:

The Community-Based Table met once in March with Chief Tomat Elementary. **As a result of this meeting, three students receivedfunding for additional psychological assessments. For one of these students, currently still at CTE, they were able to have an assessment that resulted in additional CEA support in the classroom.** Without this financial support from WFN, the family would have been waiting years for an assessment.

Note: CTE, CNB, and MBSS are the WFN schools of choice and where the majority of WFN students attend. Community-Based Table meetings can be called by District staff at any school where WFN students attend.

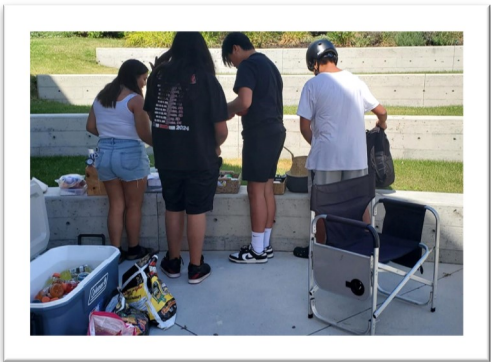
Westbank First Nation Wellness Support: 2023-2024 School Year

CNB	One student accessed support over six times	
MBSS	Four students accessed wellness support	
	1-2 Visits	1 student
	2-6 Visits	2 students
	6 + Visits	1 student

Summer Youth Drop In with Wellness Workers at the WFN Youth Centre.

Wellness Worker Support (2022-23 and 2023-2024):

Five WFN youth from MBSS and CTE accessed support from the department’s Youth Wellness Workers in 2022-23 and 2023-24. Typically, youth access Well-ness Worker support for ten meetings, then transition to check-in support. Wellness Worker support is in addition to school-based and community coun-selling support.





ATTENDANCE INCENTIVE PROGRAM (MIDDLE AND SECONDARY SCHOOL)

In October 2023, the Education Department of WFN launched the Attendance Incentive Program, funded by the First Nation Education Steering Committee and will continue until funds are depleted. The purpose is to improve overall attendance rates and growth through active participation in the classroom for middle and secondary school students.

The program awarded grand prizes to four students. Secondary student winners were Sophia Derickson (WFN Member) and Daylin Spenst (WFN Nominal Roll student). Middle school winners were Keyara Coble (WFN Member) and Kierra Louie (WFN Nominal Roll). The program also offers \$25 bi-weekly incentives to On-Reserve status students with 80% attendance. Out of 87 eligible students, 59 enrolled in the program.

Constable Neil Bruce Middle



Pictured here are:
 CNB Indigenous Student Advocate Michelle Magnant, WFN member Keyara Coble, and CNB Indigenous Student Advocate Bailey Marcellay
Missing: Kierra Louie from CNB

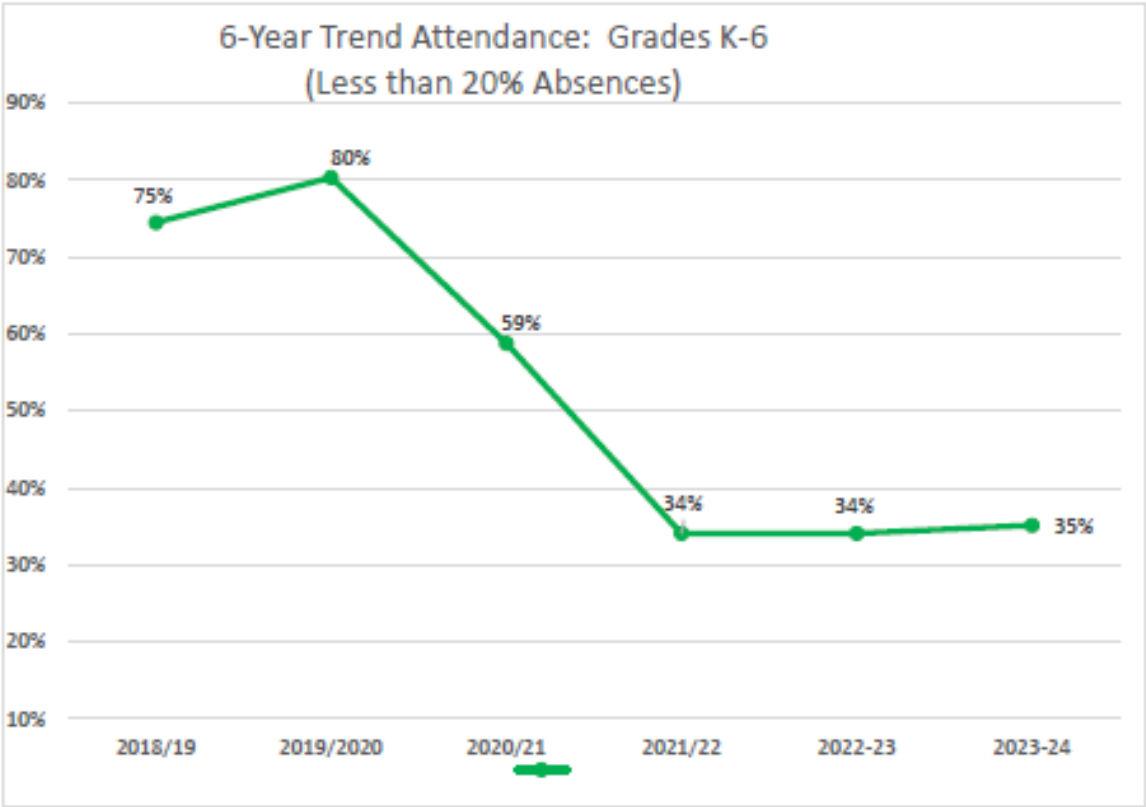
Mount Boucherie Secondary



Pictured here are:
 Mount Boucherie Indigenous Student Advocate Carrie Langevin, WFN Member Sophia Derickson, and WFN Nominal Roll student Daylin Spenst.



Westbank First Nation Results: Grades k-6



Attendance trend over time, inclusive of all WFN students in Grades Kindergarten to Grade 6.

34% (2022-23) and 35% (2023-24) of WFN students in Grades Kindergarten to Grade 6 have less than 20% absences (average of 1 day absent per week)

Westbank First Nation Students



BACK TO SCHOOL EVENT PARENT/FAMILY INFO WITH SD23 SCHOOLS OF CHOICE

In September 2023, Westbank First Nation and SD23 collaborated and had a parent/family back to school event. The aim is for WFN members’ parents and WFN Nominal Roll parents (status students residing on WFN lands) to be more involved in their child’s education. The first year, 22 families attended, many with multiple children and/or children attending multiple schools of choice: Chief Tomat Elementary, Constable Neil Bruce, and Mount Boucherie Secondary. The purpose was the roll out of the Attendance Incentive Program with the consent forms being finalized in June 2022 from Central Okanagan.

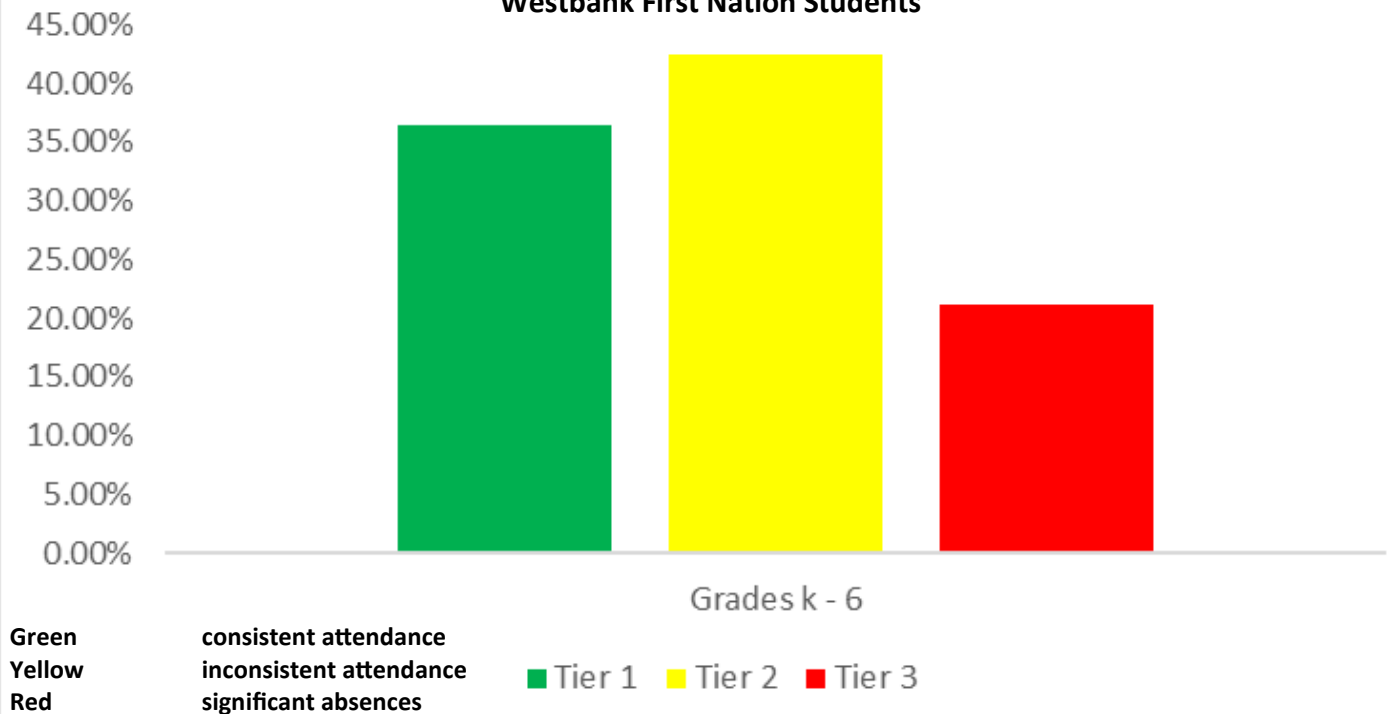
The following year, 30 families attended at the Youth Centre, with partner groups, including Okanagan College, UBC Okanagan, Jordan’s Principle, Sylvan Learning Centre, SD23 Indigenous Education staff, as well Principals and Indigenous Student Advocates from the three schools of choice.





Attendance 2023-24 Grades K - 6

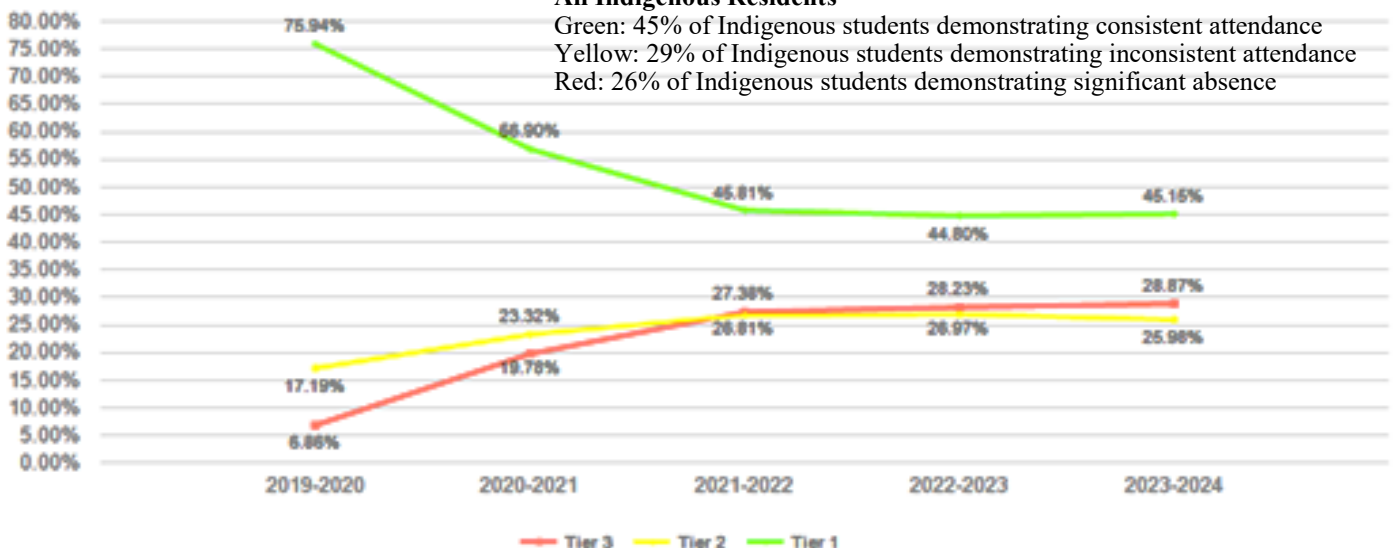
Westbank First Nation Students



Attendance - Absent

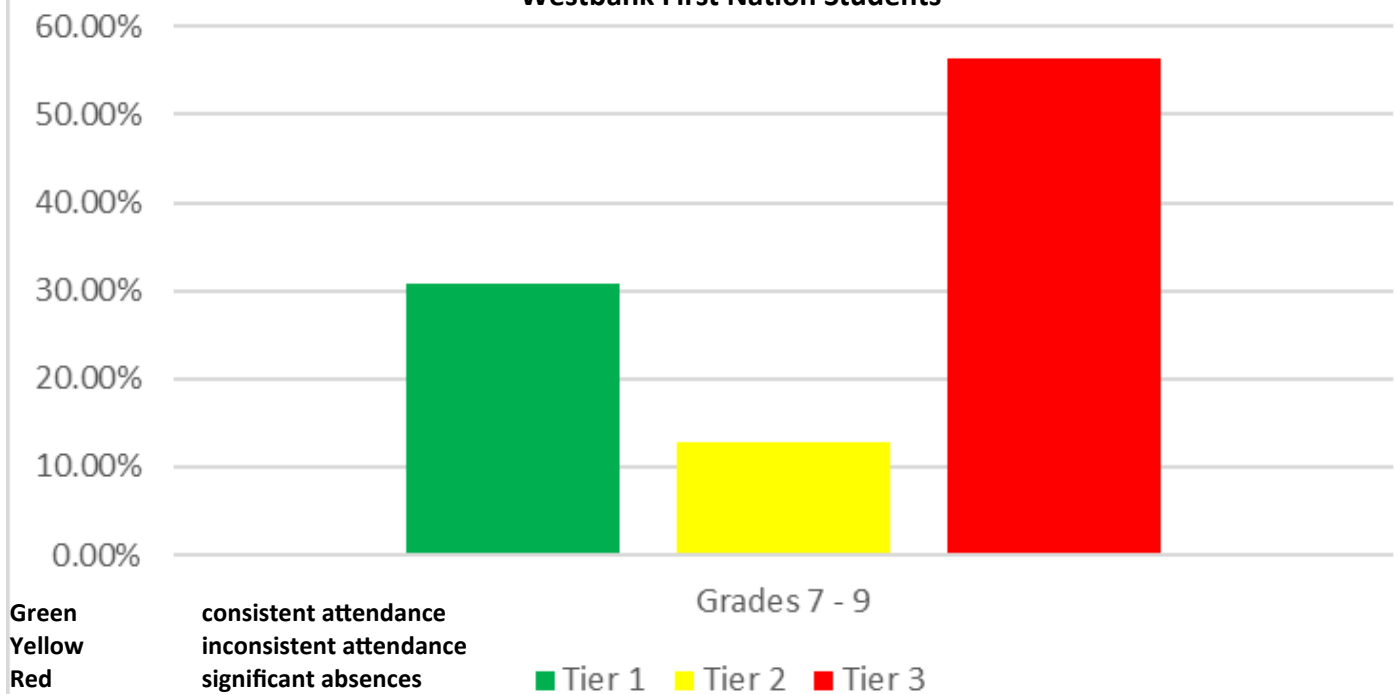
All Indigenous Residents

Green: 45% of Indigenous students demonstrating consistent attendance
Yellow: 29% of Indigenous students demonstrating inconsistent attendance
Red: 26% of Indigenous students demonstrating significant absence





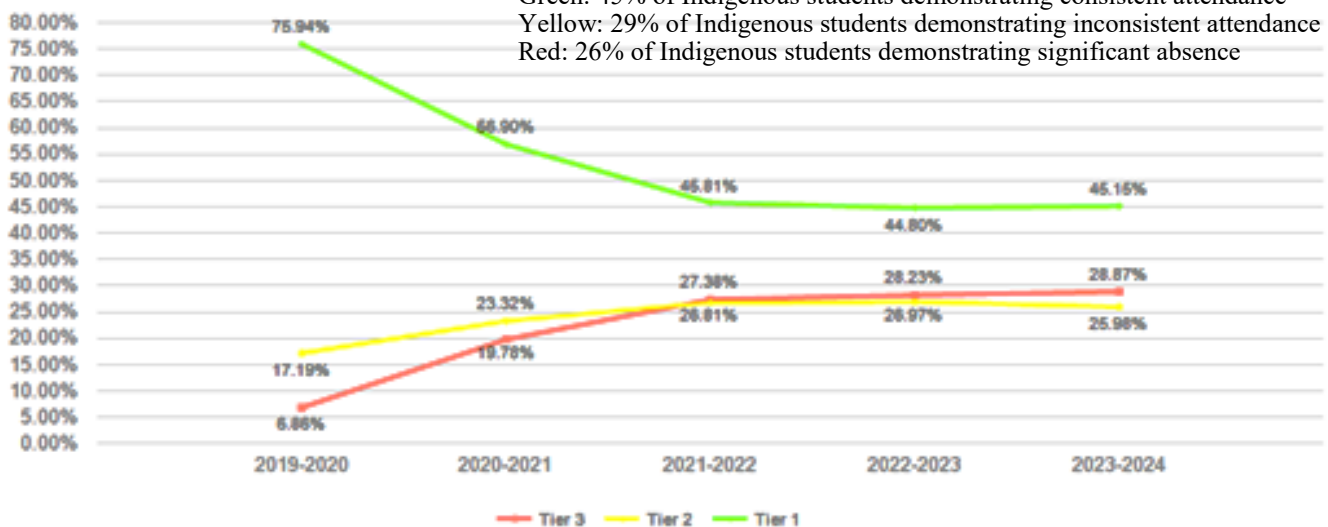
Attendance 2023-24 Grades 7 - 9 Westbank First Nation Students



Attendance - Absent

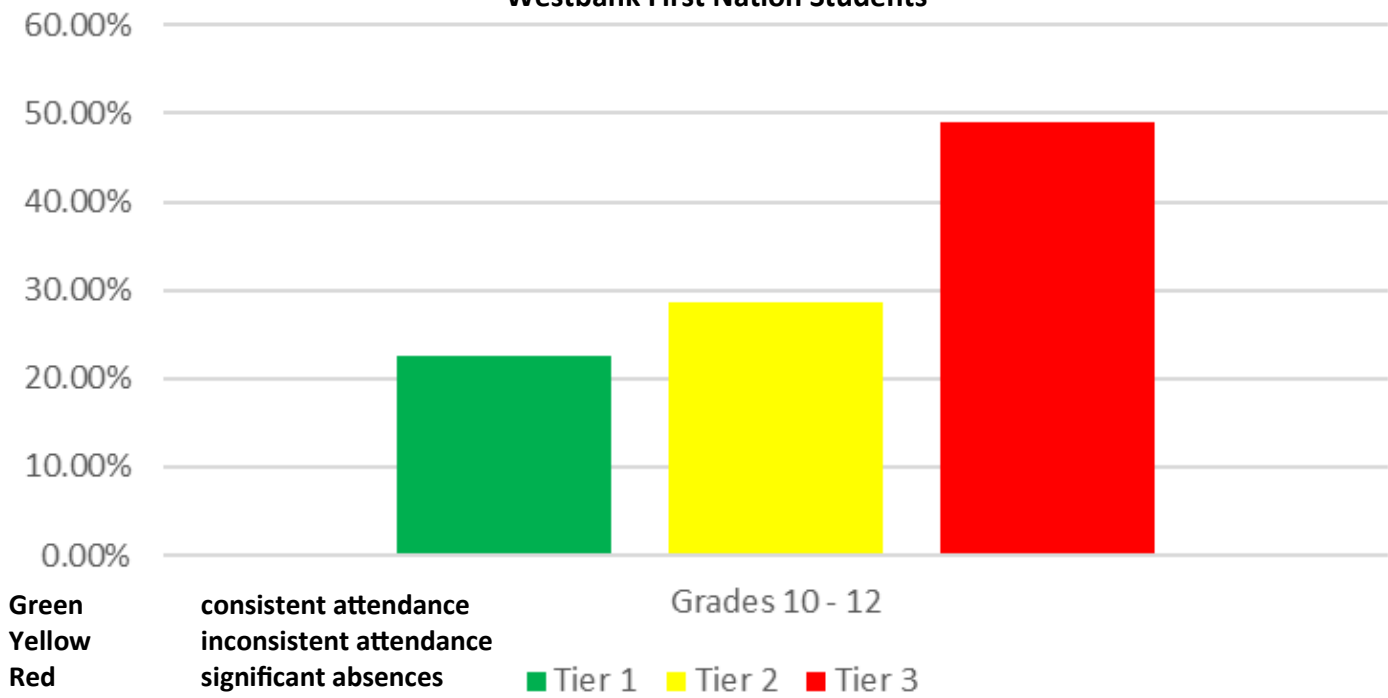
All Indigenous Residents

Green: 45% of Indigenous students demonstrating consistent attendance
Yellow: 29% of Indigenous students demonstrating inconsistent attendance
Red: 26% of Indigenous students demonstrating significant absence





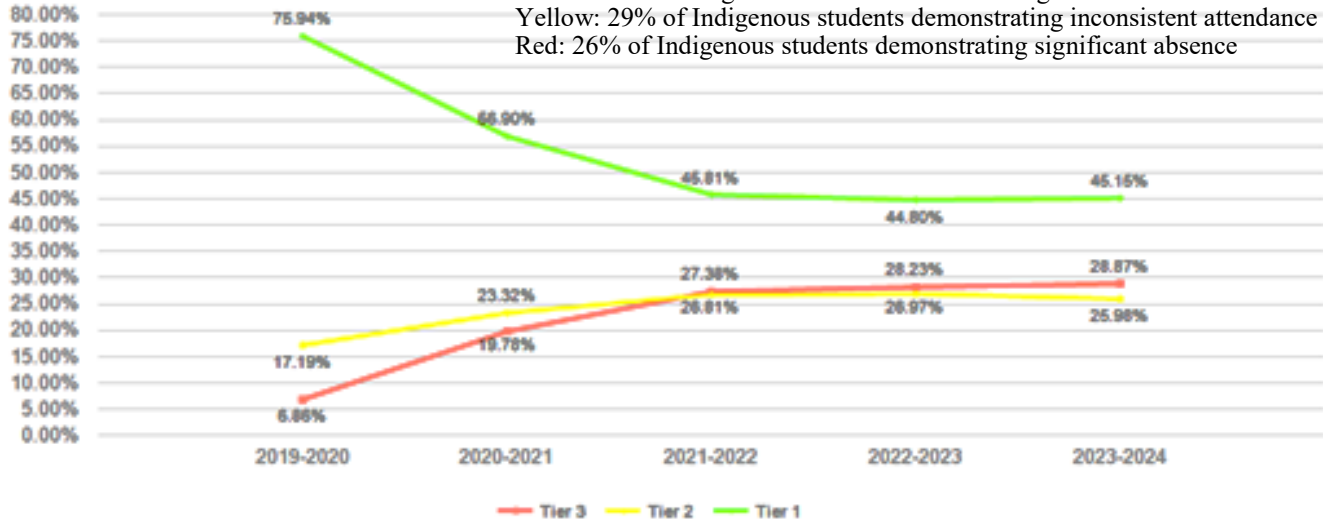
Attendance 2023-24 Grades 10 - 12 Westbank First Nation Students



Attendance - Absent

All Indigenous Residents

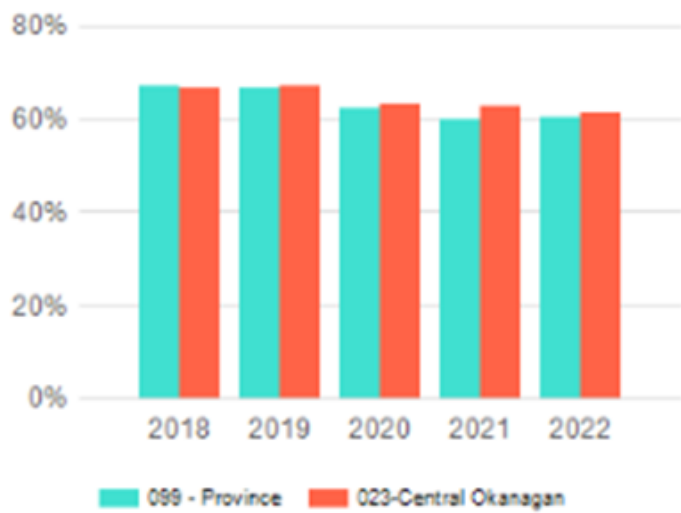
Green: 45% of Indigenous students demonstrating consistent attendance
 Yellow: 29% of Indigenous students demonstrating inconsistent attendance
 Red: 26% of Indigenous students demonstrating significant absence



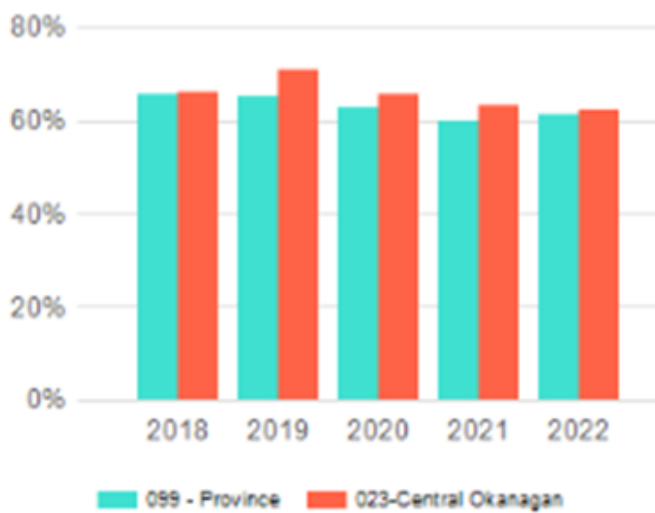


Student Learning Survey (SLS) - Adults Care

All Resident Students



Indigenous Students



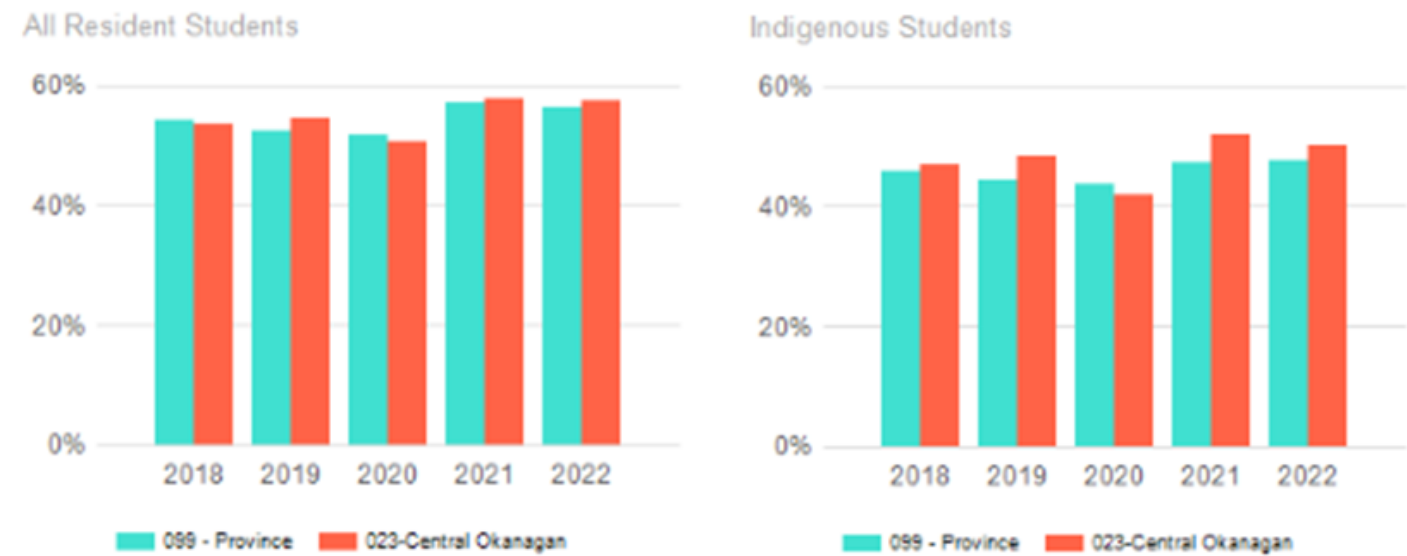
Adults Who Care

Generally, Central Okanagan Public Schools Indigenous students **report being connected to caring adults at school at approximately the same rate as All Resident Students and more than Indigenous students across the province.**

Indigenous Students in Central Okanagan Public Schools **report feeling a greater sense of belonging than Indigenous students across the province.**



Student Learning Survey (SLS) - School Belong



School Belonging

Specific to School Belonging, Central Okanagan Public Schools Indigenous students **report feeling a sense of belonging at school at a lesser rate than All Resident Students.**

Indigenous Students in Central Okanagan Public Schools report feeling a **greater sense of belonging than Indigenous students across the province.**



SUSPENSION DATA

In 2023/2024, there were 15 suspensions to 8 students for a total of 48 days.
 There were no indefinite suspensions which affected Westbank First Nation or Nominal Roll students.

GRADUATION RATES

2022-23	WFN	100%	(3/3)
2023-24	WFN	80%	(4/5)
	CPS	50%	(1/2)

SUCCESS TEACHERS at MBSS

MBSS Success Teachers are an essential part of the student support system and work closely with WFN students to provide assistance with the completion of work in students’ academic subjects. The Success Teachers assist when students need them, or through a more structured support block model for students who may benefit from more frequent support throughout the school year. Teachers also communicate with the student support team at MBSS and the Indigenous Education Department within the District to ensure a fulsome wrap-around model when students are requiring more support to find success and complete their graduation requirements.

MBSS WFN INDIGENOUS STUDENT ADVOCATE

In September 2023, Mount Boucherie Secondary School added an Indigenous Student Advocate with targeted stewardship over Westbank First Nation students. This staffing addition has lowered the student to Advocate ratio for all Indigenous learners and bridges the gap between WFN families, students, and the school. The WFN Indigenous Student Advocate has been able to implement attendance tracking more effectively than before, resulting in a more fulsome understanding of the low attendance and consistent lates for WFN students. Additionally, the WFN Advocate connects students with the support they may need in school, communicates with families, and ensures continued support so that WFN students can experience success at school. The WFN Advocate is also a connection between our students and District programs.



Westbank First Nation Graduates
 Charley Lindley-Manchester, Madison Jack,
 Rylan Sundstrom, Lee McDougall



Together We Learn

Biannual Report DRAFT Summary

What we have learned:

1. School attendance decreases by age/school level.
2. Over 50% of WFN learners are not proficient or extending in reading (K-9)
3. Over 50% of WFN learners are not proficient or extending in Numeracy (K-9)
4. Graduation rates for WFN students are positive.

What is going well?

1. Staffing
 - Indigenous Student Advocates staffed in all schools
 - Westbank First Nation focused Indigenous Student Advocate at MBSS
 - Early Learning Teacher Consultants focusing on Literacy at CTE
 - Jordan's Principle funded CEA supporting WFN students at CTE
 - Success Teachers staffed at CNB and MBSS
 - Wellness Workers support WFN students by referral
2. Attendance Program
 - The WFN attendance program provides incentive to students and additional connection to WFN staff
3. Culture in Schools
 - WFN schools of choice are accessing cultural support through the District and in Community
 - WFN schools of choice are engaging in learning partnerships (sncewips Heritage Museum)
4. Indigenous Focused Courses
 - English First Peoples now offered to all secondary students
 - Indigenous Visual Arts expanded from MBSS to two other secondary schools

What is next: Year 3-5 Priorities

1. Early Learning
2. Attendance and School Engagement, and Alternatives to Suspension
3. School belonging and transitions to school, to middle school, to secondary school, and post graduation
4. Language Instruction and Culture in Schools - local first, expand Elders in Residence Program
5. Graduation - graduating with dignity, purpose, and options