



School District No. 23 (Central Okanagan)

ABORIGINAL EDUCATION PROGRAM

Sixth Annual Report

September 2008 – June 2009



Celebrating 131 Aboriginal Student Graduates

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Ann Bell, Lake Country Native Association Representative
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Approved by: School District No. 23 (Central Okanagan)
Aboriginal Education Committee



Westbank
First Nation



Ki-Low-Na
Friendship
Society



Lake Country
Native
Association



Okanagan
Indian Band



Kelowna Métis
Association



Okanagan
Nation Alliance



School District No. 23
(Central Okanagan)

TABLE OF CONTENTS

Introduction	3
Aboriginal Education Committee	4
Aboriginal Parent and Family Education Council	4
Supporting Aboriginal Students in School District No. 23 Using the Medicine Wheel	5
Goals of the Enhancement Agreement	5
Emotional Goal: To increase a sense of belonging, feeling of self respect, and pride of heritage for Aboriginal students	6
Spiritual Goal: To increase awareness and knowledge of Aboriginal history, traditions, culture, and language	7
Physical Goal: To increase the awareness of healthy choices that will enhance the physical well being of Aboriginal students	8
Intellectual Goal: To improve Aboriginal student academic achievement from kindergarten to grade 12	9
Graduation 2009	13
Summary	14
Appendices	15
I. Major Events	16
II. Calendar of Events	18
III. Cultural Activities	20
IV. Gathering Places	21
V. Targeted Funding Budget	23



*Elementary, Middle, and Secondary School
Aboriginal Student Advocates*

Introduction

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

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

Since 1994, the Central Okanagan School District has implemented an Aboriginal Education Program to foster cultural awareness, cultural pride, and improved student achievement for all Aboriginal learners (Kindergarten to Grade 12). This program has evolved over the years to meet the needs of Aboriginal students, families, and communities. The District's Aboriginal Education Program continues to be supported by the Ministry of Education through targeted funding. Funding is directly related to the number of Aboriginal students who identify themselves as having First Nations, Métis, or Inuit ancestry.

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

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



Primary Winter Gathering

Aboriginal Education Committee

The District's Aboriginal Education Committee (AEC) was formed in 2002 and meets monthly to provide recommendations for program enhancements and budget expenditures.



Loretta Swite, AEC Chairperson and
Council Member for WFN

"Since the signing of our Enhancement Agreement, as a committee, the Aboriginal Education Committee has focussed on implementing the Enhancement goals by increasing tutorial and CEA support in order to have success rates continue to grow and enhancing cultural and language, physical activity, emotional support activities, and participation to give the students a sense of belonging and pride."

2008/2009 ABORIGINAL EDUCATION COMMITTEE MEMBERSHIP

Westbank First Nation (WFN)	Denise Clough, Loretta Swite
Okanagan Indian Band	Mollie Bono Kevin Ned (<i>Alternate</i>)
Okanagan Nation Alliance	James Coble
Ki-Low-Na Friendship Society	Edna Terbasket, Veronica Roesler
Kelowna Métis Association	Lyle Mueller
Lake Country Native Association	Ann Bell
Aboriginal Parent and Family Education Council	Brian Moore, Michelle Price Lynn Moore (<i>Alternate</i>)
School District No. 23 (Central Okanagan) Representatives	Moyra Baxter (<i>School Trustee</i>) Jeff Watson (<i>Alternate School Trustee Representative</i>) Terry-Lee Beaudry (<i>Assistant Superintendent of Schools</i>) Karen Chase (<i>Cultural Facilitator</i>) Jason Seright (<i>District Principal of Aboriginal Education</i>) John Simonson (<i>Principal of CNB Middle School</i>) Jared Birkeland (<i>Alternate Principal Representative</i>)

Aboriginal Parent and Family Education Council

Mission Statement

The Aboriginal Parent and Family Education Council (APFEC) will support, encourage, and advance the quality of education provided as well as promote and enrich cultural awareness and identity within all our Aboriginal children in School District No. 23.

We will also provide an opportunity for communication so that all parents will have a voice on issues relating to our Aboriginal children within the school system.

The APFEC Executive is comprised of the following members:

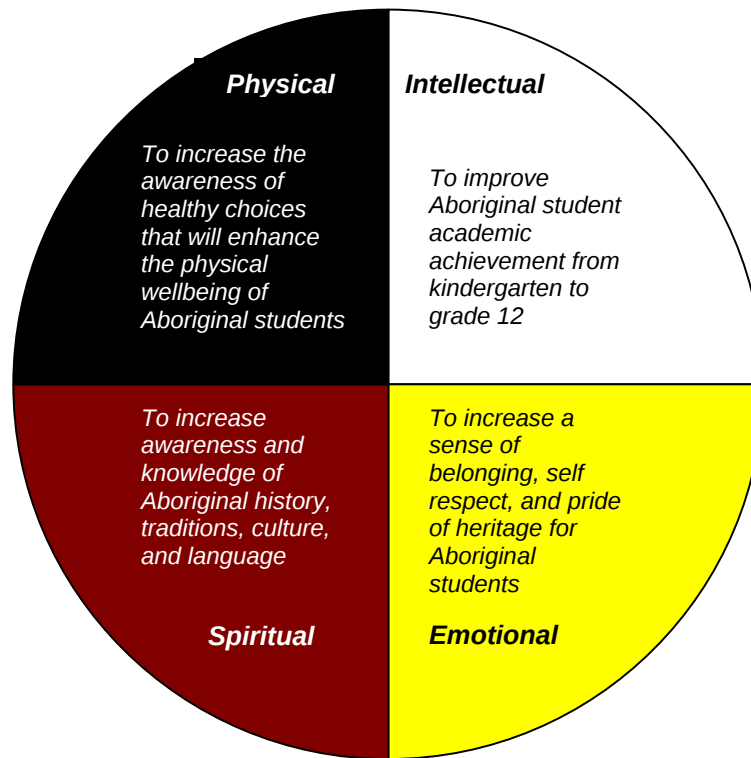


Brian Moore, Aboriginal Parent
and Family Education Council Chairperson

Chairperson	Brian Moore		First Vice Chair	Marie James
Second Vice Chair	Michelle Price		Secretary	Lynn Moore

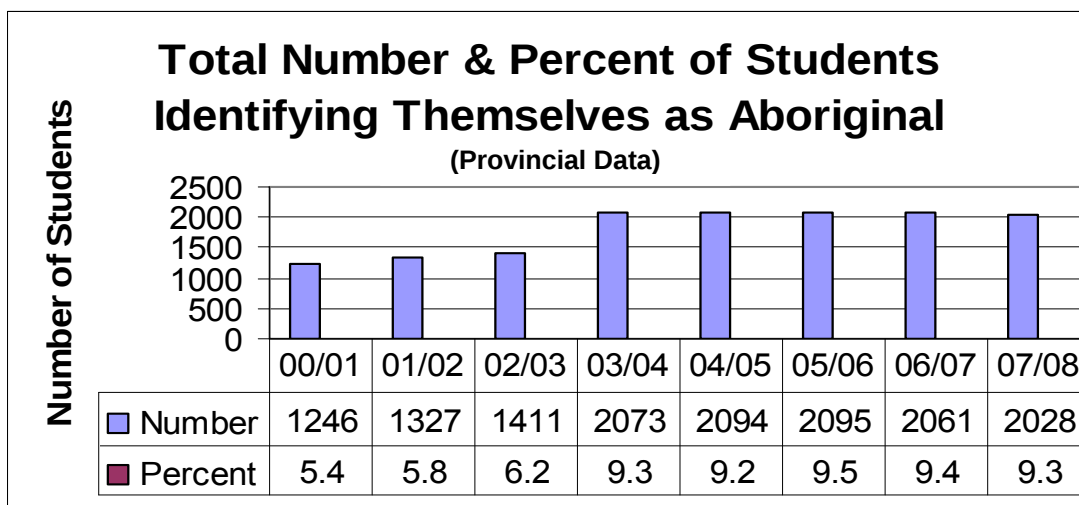
Goals of the Enhancement Agreement for School District No. 23 (Central Okanagan)

The following goals, reflecting the teachings of the Medicine Wheel, will continue to be implemented until 2011 to support the emotional, spiritual, physical, and intellectual development of Aboriginal students in School District No. 23 (Central Okanagan).



Total Number and Percent of Students Identifying Themselves as Aboriginal

Over 2000 Aboriginal students self-identify each year. The District's Aboriginal students represent over 61 Bands and Nations from across Canada including status, non-status, Inuit, and Métis. Approximately 2.3% of all Aboriginal students (40 students) are from Okanagan Nation. Approximately 6% of all Aboriginal students (100 students) live on reserve.



In June 2009, 2,094 Aboriginal students were enrolled in School District No. 23.

Emotional Goal

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

Rationale

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



Silver Lake Grade 12 Retreat

Student Performance Indicators

With the implementation of the District's new Data Warehousing program (Skopus and SkoVision) in 2009/2010, baseline data will be collected and reviewed.



Christmas Lunch at Peter Greer

Strategies and Structures

New strategies and structures have been implemented to increase students' satisfaction and engagement within School District No. 23 (Central Okanagan).

These include:

- Aboriginal Student Gatherings (K–12)
- Spirit of N'ha-a-itk Art Bundles
- Leadership Training for Aboriginal students

- Opening Ceremonies for various District and school events recognize and honour the Okanagan Territory and the culture, traditions, and languages of Aboriginal people
- Gathering Room displays of student work, Honour Roll, and/or Work Ethic Lists
- Mentorship Program - exposes middle school students to local Aboriginal role models who share their personal stories and the importance of schooling*
- Marion Hunt-Doig - Elder Presentations to schools*
- Honourable Steven L. Point, Lieutenant-Governor of British Columbia, addressed UBC-O students at the 15th Annual Aboriginal Career Fair and visited Rose Valley Elementary School for the 'Battle of the Books' competition on May 7, 2009*
- Kayaking – Transition 'Buddy System' activity to create stronger connections for grade 9 students entering Mount Boucherie Secondary School*

** Please see appendices for more information*

Spiritual Goal

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

Rationale

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

Student Performance Indicators

1. CNB Middle School has offered an Okanagan Language Program for the past three years.

School Year	# of Students
2006/2007	15
2007/2008	17
2008/2009	15

2. Increased Number of Aboriginal Students Participating in School-based and District Activities.

** Refer to baseline data appendices.*



School District No. 23 – Student Dancers

3. Increased Number of Aboriginal Students Successfully Completing BC First Nations Studies 12.

School Year	# of Aboriginal Students	% Completed Course
2005/2006	19	100%
2006/2007	32	88%
2007/2008	32	94%

4. Increased number of Aboriginal students receiving school credit for participation in Aboriginal cultural activities.

- First Nations Art 12:
This new course will be offered at Mount Boucherie Secondary School for the 2009/2010 school year.



N'ha-a-itk Art Bundles – Art Gallery Project



Silver Lake Grade 12 Retreat

Physical Goal

To increase the Awareness of Healthy Choices that will Enhance the Physical Well-being of Aboriginal Students

Rationale

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

Student Performance Indicators

1. Increased Student Participation in Healthy Living

The following activities were offered to Aboriginal students:

- Kayaking and hiking activities were part of the year-end Transition Gatherings at various schools.
- Honour Your Health Challenge
This year we had a number of Advocates attend the 'Honour Your Health Challenge' in Vancouver. The goal for the 'Honour Your Health Challenge' was to motivate students to meet their personal health goals to:
 - eat healthier;
 - be more physically active;
 - reduce tobacco misuse; and,
 - lead healthy lifestyles.



*Mount Boucherie Secondary School Grade 10 Students
Kayaking with Transitioning Grade 9 Students*

Feature Story

The following provides an example of Advocate leadership in supporting physical well-being of students: Two Advocates developed a challenge that involved the traditional game of lacrosse. The two schools each practiced and learned the game of traditional inter-lacrosse. At the end of the program, the two schools came together and played a game of inter-lacrosse. Parents and families were invited to the year-end event and a healthy lunch was provided. The two Advocates, spearheading the Lacrosse

challenge, did a great job in leading their Aboriginal community, group, and school through a program that aimed to improve overall health and well-being. During an assembly, the students presented at the school explaining the benefits and importance of healthy living.



Hoop Dancer at Aboriginal Graduation

2. Decreased Number of Students Hungry in School

- Healthy breakfasts and snacks for Aboriginal students were provided through Community Link funds.
- Healthy snacks were offered to Aboriginal students at Homework Clubs and in the Advocate rooms.

Intellectual Goal

To improve Aboriginal Student Academic Achievement (K-12)

Rationale

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

Early Literacy Intervention Screener Results

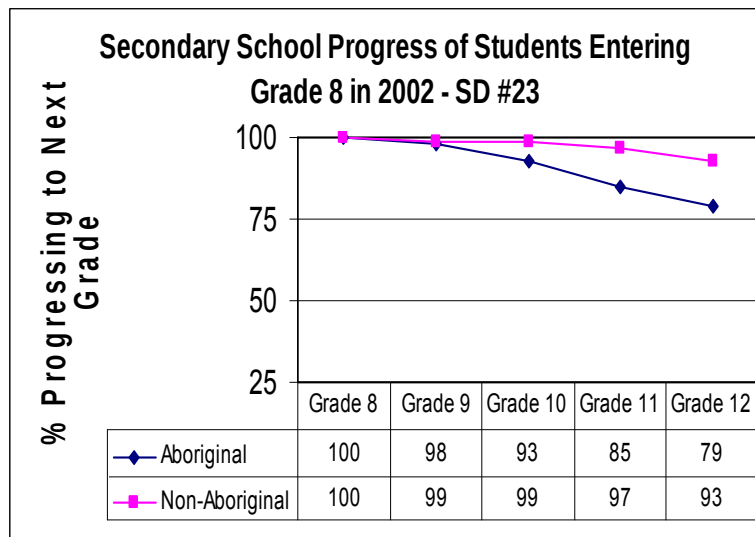
The District has developed an Early Literacy Intervention Screener to identify primary students who are at risk. Once identified, intervention strategies are implemented to support the students at risk.

Grade	Total Number of Aboriginal Students		Number of Aboriginal Students at Risk		Percentage of Aboriginal Students at Risk	
	2007/08	2008/09	2007/08	2008/09	2007/08	2008/09
Kindergarten	95	127	30	51	31%	40%
Grade 1	134	103	52	32	44%	31%
Grade 2	132	134	34	33	25%	25%
Grade 3	150	133	44	27	29%	20%

Student Performance Indicators

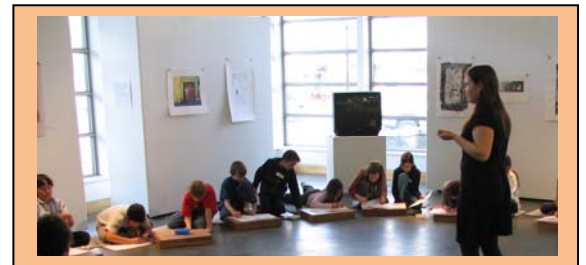
1. Increased Transition Rates from K - 12

As indicated below, more Aboriginal students are staying in school and graduating. However, the focus will remain to successfully transition students from grade 10 to 11 and from grade 11 to 12.

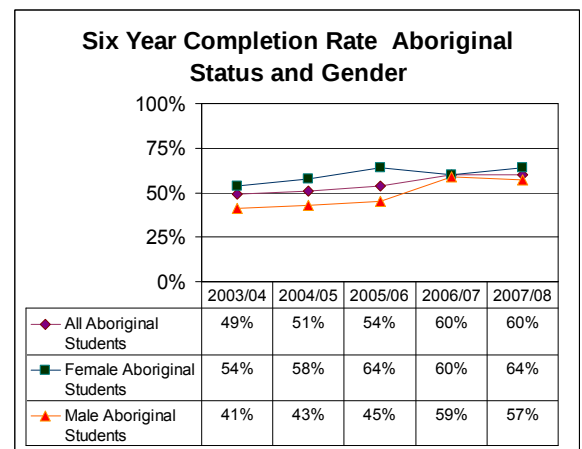


The Six-Year Completion rate is the percent of Grade 8 Aboriginal students who graduate with a Certificate of Graduation and is NOT the inverse of a "dropout rate" as students may graduate after the six-year period.

The percent of Aboriginal students graduating has significantly increased over the past five years.



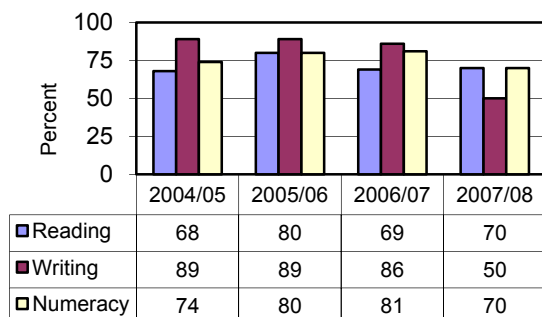
*Kelowna Art Gallery
Spirit of N'ha-a-itk Art Bundles*



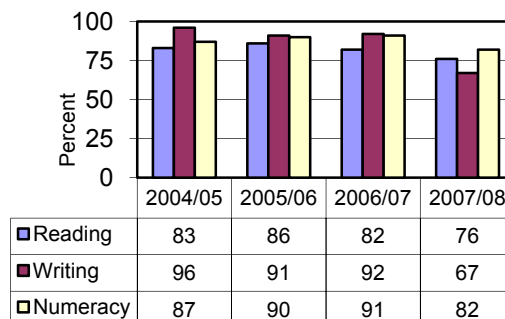
2. Increased Number of K– 9 Students Fully Meeting/Exceeding Expectations in Reading, Writing, and Numeracy

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

Gr 4 FSA Results - Aboriginal Students Meeting or Exceeding Expectations



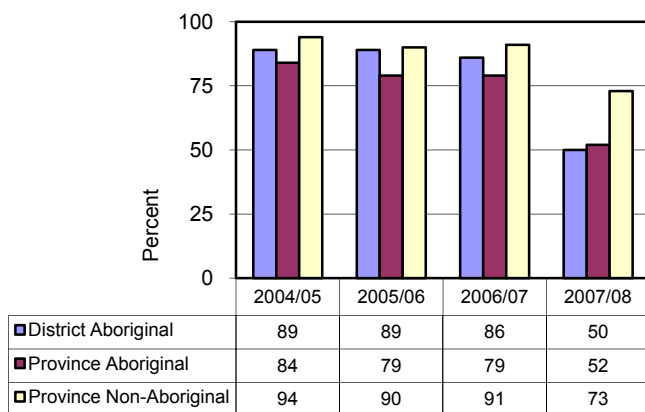
Gr 4 FSA Results - Non-Aboriginal Students Meeting or Exceeding Expectations



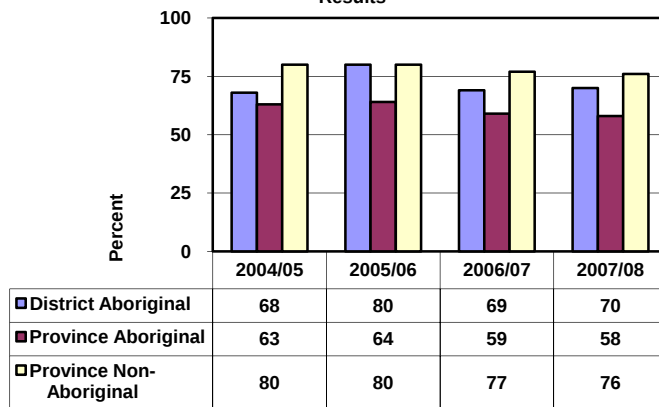
**Grade 4 FSA results, for Aboriginal and non-Aboriginal students, declined in the 2007/2008 school year. This past year's FSA exams were written in February 2009 compared to previous years when the tests were written in May. Results may be low due to test reliability.*

District Aboriginal Results Compared with Provincial Aboriginal and Non-Aboriginal Results

Gr 4 FSA Writing - District Aboriginal Results Compared with Provincial Aboriginal and Non-Aboriginal Results



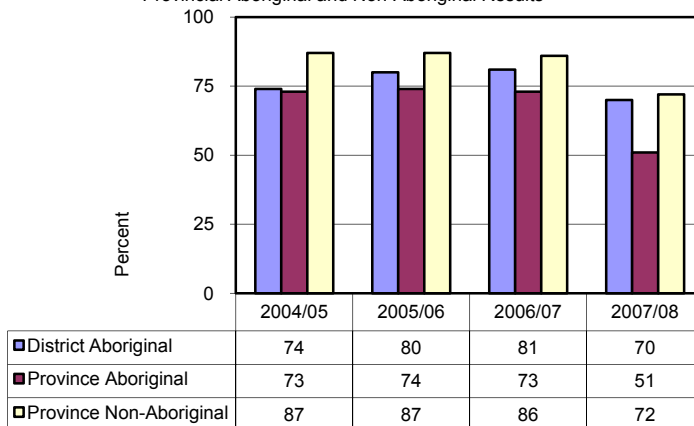
Gr 4 FSA Comprehension - District Aboriginal Results Compared with Provincial Aboriginal and Non-Aboriginal Results



Although local grade 4 Aboriginal student achievement in Comprehension and Numeracy is well above the provincial average, the focus will remain on continued support to Aboriginal students not yet meeting grade level expectations.

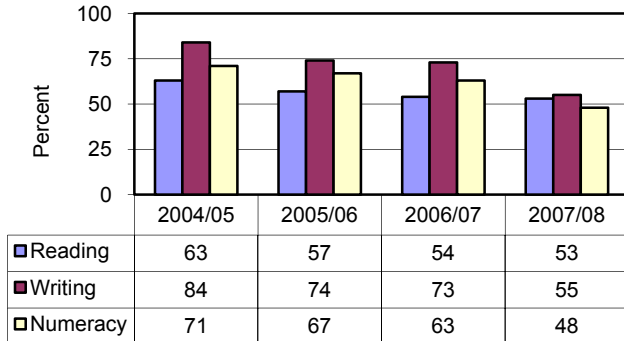
Advocates, teachers, and Certified Education Assistants (CEAs) will continue to provide individualized support to enhance school success for aboriginal learners at risk.

Gr 4 FSA Numeracy - District Aboriginal Results Compared with Provincial Aboriginal and Non-Aboriginal Results

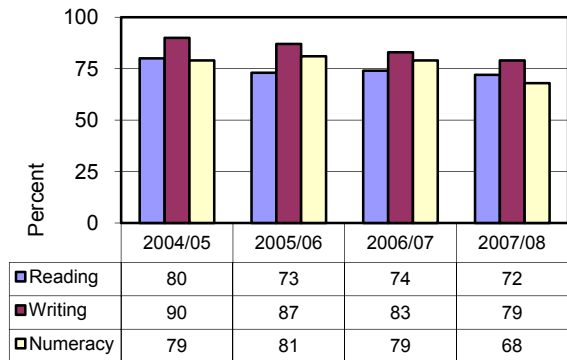


District Aboriginal Grade 7 FSA Results Compared with District Non-Aboriginal Results

Gr 7 FSA Results - Aboriginal Students Meeting or Exceeding Expectations



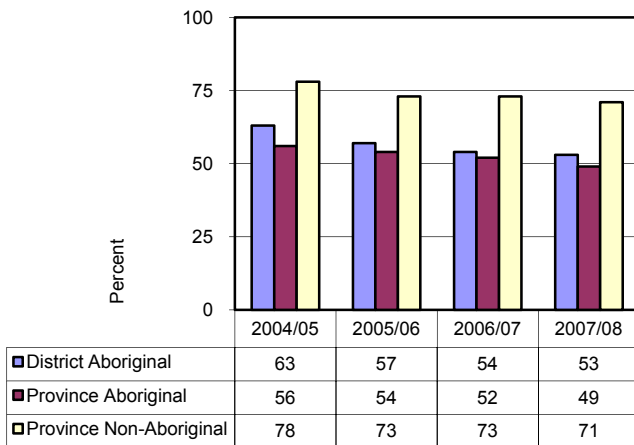
Gr 7 FSA Results - Non-Aboriginal Students Meeting or Exceeding Expectations



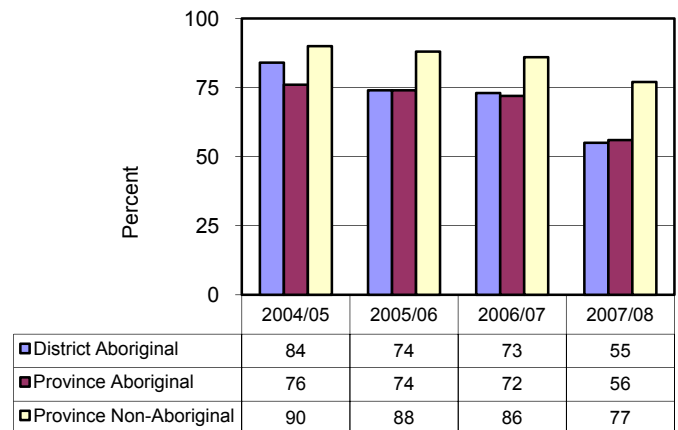
**Results indicate a decrease in all areas of the FSA exams compared to FSA results from previous years.*

District Aboriginal Grade 7 FSA Results Compared with Provincial Aboriginal and Non-Aboriginal Results

Gr 7 FSA Comprehension - District Aboriginal Results Compared with Provincial Aboriginal and Non-Aboriginal Results

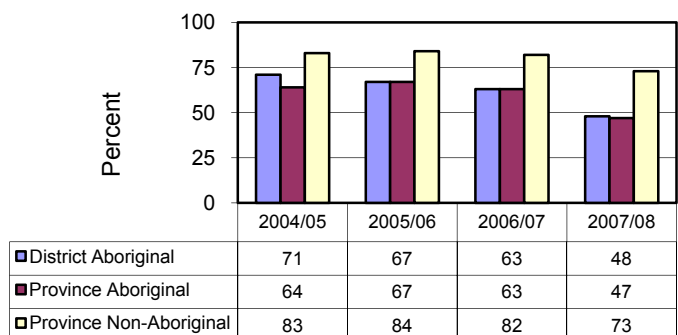


Gr 7 FSA Writing - District Aboriginal Results Compared with Provincial Aboriginal and Non-Aboriginal Results



The District remains committed to further academic intervention to improve literacy and numeracy skills at the grade 7 level in order to prepare Aboriginal students for a successful transition to secondary school.

Gr 7 FSA Numeracy - District Aboriginal Results Compared with Provincial Aboriginal and Non-Aboriginal Results



Course Options Leading to Graduation

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

2007/2008 Statistics for Ministry Mandated Coursework

Course	Aboriginal C- (Pass) or Better	Non-Aboriginal C- (Pass) or Better	Aboriginal C+ (Good) or Better	Non-Aboriginal C+ (Good) or Better
English 10	95%	98%	50%	67%
Principles of Math 10	96%	96%	43%	60%
Essentials of Math 10	96%	96%	31%	46%
Applications of Math 10	81%	93%	54%	38%
Science 10	94%	97%	42%	62%
BC First Nations 12	94%	100%	34%	62%
English 12	100%	99%	46%	70%
Communications 12	97%	98%	47%	54%

Strategies to Enhance Intellectual Performance

Advocates

- The AEC voted to hire additional Advocates to provide emotional, social, and academic support to elementary students. With additional staffing, all of the Advocate caseloads were slightly reduced enabling more one-to-one time.

Certified Education Assistants (CEAs) in Elementary and Middle Schools

- CEAs were staffed in each elementary and middle school to assist students not meeting expectations for their grade levels. Additional time was added to middle school CEAs in 2008/2009.

Tutors in Secondary Schools

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

Additional Activities Provided to Support this Goal

- Annual Education Fair
- University of British Columbia-Okanagan Annual Aboriginal Career Fair
- Professional Development for Teachers

Graduation 2009

There was a successful turnout for School District No. 23's annual graduation ceremony for the Aboriginal Education Program. Graduation ceremonies were held on May 14, 2009 at Kelowna Secondary School. A total of 131 students graduated this year. This is the largest number to date with over 400 people attending the night's event. Aboriginal students, from every school in the District, came together for the evening to celebrate the successful completion of their high school journey. The large attendance of students and families was very inspiring to everyone, as this represented the pride in their accomplishments and the pride in being an Aboriginal person.



Grade 12 Retreat

In attendance were Elders, special guests, the Board of Education, principals, teachers, tutors, friends, and family. The evening's graduation started off with a Pow Wow Grand Entry, with Chief Robert Louie and Councilors leading the entry. The Grand Entry was followed by an opening prayer from Wilfred Barnes, an Okanagan song, and greetings from the Westbank First Nation, Okanagan Indian Band, School District No. 23 Board of Education and School District No. 23 Superintendent of Schools.

The District's Aboriginal Education Program staff drummed in the graduates of 2009 to honour them with a Traditional Birthing song. The principals from each secondary school led in their students, and then each graduate was gifted by the Aboriginal community in recognition of their achievement.

The guest speaker for the evening was Crystal Prince, a former graduate of Mount Boucherie Secondary School. Crystal presented an inspirational speech of how she has come full circle from being a student to becoming an Advocate. Crystal paid tribute to all the individuals who believed in her and helped her to overcome challenges in order to achieve the success she has today. The Advocates are an integral part of the program and are instrumental in supporting the Aboriginal students to their graduation.

Closing remarks were from Jason Seright, Principal of the Aboriginal Education Program. Jason reiterated words mentioned earlier by some of the speakers who spoke about good working relationships, and the importance of working together. The event's success was a result of the relationships of many different groups working together for the success of each Aboriginal student. The principals were thanked for supporting and recognizing the importance of each student's success. Principal Seright also recognized the big gains that are being made in the Aboriginal graduation rate and advocated that we cannot be complacent and must continue to strive for excellence.

Everyone's participation in the Friendship Dance ended the night on a joyous note. Karen Chase, Cultural Facilitator and Claudia Hardy, Cultural Assistant were recognized for their huge role in organizing such an outstanding graduation.

Summary

As each year passes, it is becoming more prevalent that our past successes are making an impact. In the 2008/2009 school year, the District celebrated the highest number of Aboriginal graduates. The Aboriginal Education Program continues to strive for excellence and we are constantly looking for ways to improve previous successes in order to enhance the program. A sub-committee, for example, was set up to review the cultural program. As a result, the sub-committee will be looking at ways to enhance the program and will implement a three year plan starting next year. The goal is to increase cultural awareness and programs for Aboriginal students.



Jason Seright
Principal - Aboriginal Education

There was a sense of pride among the many Aboriginal graduates and the guests throughout the evening to witness the fruition of the hard work completed by the graduates. At the end of the gathering, everyone left with a feeling of inspiration and motivation.

"We are proud of our achievement in the area of Aboriginal education," says Mike Roberts, Superintendent of Schools. "Last June, 60% of our Aboriginal students completed their grade 12 education within the 6-year window compared to the provincial average of 47%. We have an Aboriginal student population of approximately 2,000 students, so these figures represent substantial numbers of the school community moving forward with the credentials to find success in post-secondary training or in the workforce. While further improvement is still needed, we are moving in the right direction." These statistics have placed us among the top ten in the province for completion rates.

The same sense of pride carried through the four community forums that were held during the 2008/2009 school year. The communities recognized the importance and work of the Aboriginal Student Advocates. The Advocates' day-to-day connections are important to the students and the success of the Aboriginal Education Program. It is our goal to expand on the positive attributes of our program as well as hire more Advocates in the program. Thanks to the parents, families, and community members who continue to support the program and students' success. It truly does take a village to raise a child. With everyone working together and working in good relations, we will continue to improve and see Aboriginal students succeed.

It is encouraging to see the many accomplishments that have come as a result of the entire District's dedication and commitment towards all the Aboriginal students in the Central Okanagan.

For further information or to add your suggestions, please contact:

Chairperson of the Aboriginal Education Committee: Loretta Swite, Westbank First Nation

Chairperson of the Aboriginal Parent and Family Education Council: Brian Moore

Assistant Superintendent of Schools: Terry-Lee Beaudry

Principal of the Aboriginal Education Program: Jason Seright

All correspondence can be sent to the
School District Office at:
School District No. 23 (Central Okanagan)
1940 Underhill Street
Kelowna, BC V1X 5X7



School District No. 23 (Central Okanagan)
Aboriginal Education Program & Cultural Staff

Appendices

- I. Major Events
- II. Calendar of Events
- III. Cultural Activities
- IV. Gathering Places
- V. Targeted Funding Budget

I. Major Events



2008/2009 EVENTS

Mentorship

Tic Williams, parent representative along with Brian Moore, Chairperson of the Aboriginal Parent and Family Education Council, developed the mentorship presentations to middle school students. The Mentorship program exposed middle school students to local Aboriginal role models who shared their personal stories and the importance of schooling. The Mentorship Program was offered to all middle schools in School District No. 23. The presenters for each session were from the Kelowna Aboriginal community. The sessions introduced the students to realities in life and the necessity of starting to plan for their futures.

Marion Hunt-Doig

An Elder from the Cluculz Lake region, Marion Hunt-Doig, presented for two weeks in Kelowna at ten different elementary schools, reaching more than 1200 students. Her presentations consisted of a historical slide show, hands-on artifacts, traditional dancing, and her amazing Chil'Kat blankets.

Honourable Steven L. Point

School District No. 23 was honoured with the Lieutenant Governor's visit to Rose Valley Elementary for the 'Battle of the Books' competition.

Kayaking

A transition activity to create stronger connections to Mount Boucherie Secondary was planned for grade 9 and 10 students. The students met for a kayaking lesson on the west bank of Okanagan Lake and participated in land-based cultural activities, initiative challenges, and a walk to view the local pictographs.

Grade 8 Gathering

This spring, 100 grade 8 students from across the District gathered on the west shores of Lake Okanagan to watch and listen to World Class Hoop Dancer, Dallas Arcand. His athletic skill, musical ability, along with encouraging words about having pride in oneself, started the day, followed by a barbeque, art activities, games, and a Traditional Circle and Friendship Dance.

KAG – Art Bundles

The Kelowna Art Gallery (KAG) partnered with the Aboriginal Culture Program to train eight students to act as docents (guides) on "the Spirit of N'ha-a-itk" Art Bundles. The docents were trained in Traditional Okanagan language and teachings in order to answer the younger students' questions and then led an accompanying art activity. These students presented for a week at the Art Gallery to ten Grade 4 classes from the School District.

Kelowna Museum

Forty seven Grade 4 classes attended the 'First Peoples of the Interior' First Nation Studies at the Kelowna Museum to hear about Pre-Contact culture, lifestyle, and traditions of the Okanagan people. This included sitting in a Kekuli, viewing artifacts, and participating with storyteller/puppeteer, Judi Garner-Neihaus, as they listened to Aboriginal legends.

Pro D Day – Sharing N'ha-a-itk

In conjunction with Westbank First Nation, language and culture educational materials were presented to School District teachers on a Pro-Day in February 2009. The workshop featured the use of the Aboriginal pedagogical approach to teaching Okanagan culture in a classroom. The Art Bundles, used as teaching aides, are interactive and hands-on, encouraging listening skills for the oral stories, and integrating visual arts that are holistic to Aboriginal culture.

Power of Choices

Aboriginal students and an Advocate attended a Scott Gallagher workshop in Merritt. Scott Gallagher shared his personal stories and perceptions leading to addiction problems. His program works on making small personal promises with a buddy system and weekly meetings. "There is nothing wrong" is his motto. He encourages students to make their own choices. Students understand the events in their life and feel empowered and in control.

Grade 12 Retreat

Forty Aboriginal students journeyed to Silver Lake Forestry camp for an overnight retreat to prepare for their graduation ceremony in May 2009.

"It was a great cultural experience that teaches you pride in your culture", was a comment by one of the attending students.

At the camp, with help from six Aboriginal Student Advocates; Aboriginal Culture Facilitator, Karen Chase; her assistant, Claudia Hardy; Jason Seright, the Aboriginal Education Principal; Elder Vern Tronson; Glenn Deneault; and Leonard Raphael, the students received traditional teachings about the drum before they each had an opportunity to make one.

Student comments were *"Everything takes a lot of work."* and *"Patience seems to be a big part of Aboriginal culture and manner. It was very welcoming."* Students also learned to make bannock, respect their environment and each other, and to help with camp chores.

II. Calendar of Events

Initiatives to Support the Goals of the Enhancement Agreement September 2008 – June 2009

Initiatives/Events	Number of Students	Number of Aboriginal Students	Emotional	Spiritual	Physical	Intellectual
Gatherings/Field Trips						
• Grade 12 Retreat – Silver Lake	* 39	39	✓	✓	✓	✓
• Grade 7 Gathering	* 132	132	✓	✓		✓
• Primary Gatherings	* 271	271	✓	✓	✓	✓
• 3 Transition Gatherings	* 76	76	✓	✓		✓
• 3 Kayaking/ Ethnobotany Transition Gathering	72	72	✓	✓	✓	✓
• Aboriginal Graduation	* 131	131	✓	✓		✓
• Grade 8 Gathering – Dallas Arcand	* 96	96	✓	✓	✓	✓
• Career Fair – UBC-O	* 95	95	✓			✓
• Grade 10 /11- Ok Mainline Youth Conference	34	34	✓	✓	✓	✓
• KSS Aboriginal Room opening	*	N/A (not available)		✓	✓	
• Ok Language – N'KMip Cultural Centre	14	13	✓	✓	✓	✓
• Ernie Phillips – Chief Tomat to Sensisyusten	69	42	✓	✓	✓	✓
• FN 12– Kamloops Residential School	32	5	✓	✓	✓	✓
• Gaff Fishing – Ok Language	14	13	✓	✓	✓	
• Power of Choices	*	2				
Presentations						
• Cultural Implementation Day	*					
• Spirit of N'ha-a-itk – Art Bundles Docent Training	350	8	✓	✓	✓	✓
• Springvalley Middle School - Soapstone carving	*	13	✓	✓	✓	✓
• Honour Your Health – Glenmore No. Glenmore	* 15 10	15 10	✓	✓	✓	
• Marion Hunt-Doig presentations	1157	N/A	✓	✓	✓	✓
• Richard Wagamese – KSS Dr. Knox	* 35 65	35		✓		✓
• First Peoples English 12 – KSS MBSS	12 6	10 4				✓
Ongoing						
• Advocate newsletters	*	*	✓			✓
• Homework clubs	*	*	✓			✓
• Breakfast clubs	*	*			✓	
• Senior Secondary Tutoring	*	*	✓	✓		✓
• Certified Education Assistants Support	*	*	✓	✓		✓

* Initiative exclusive to Aboriginal students

Initiatives/Events	Number of Students	Number of Aboriginal Students	Emotional	Spiritual	Physical	Intellectual
Classroom Presentations						
• 229 classroom presentations, including Okanagan Language classes	3283	508	Classroom presentations were provided (on a cost share basis with the schools) to enrich the curriculum.			
• Kelowna Museum (47 classes)	1250	N/A	✓	✓	✓	✓
Whole School Presentations						
		These presentations provided the entire school, or portions of the school, with an experience in Aboriginal history and culture through art, drama, ceremony, and storytelling.				
• Dr. Knox Middle School Grand Opening Celebration	Whole	School	✓	✓		
• Chief Tomat Elementary Family Fun Night			✓	✓	✓	
• Dancing–Hudson Rd. Elementary			✓	✓	✓	
• Peter Greer Elementary National Aboriginal Day Celebration			✓	✓	✓	✓
• Oyama Elementary – 100 th Anniversary			✓	✓		
• Opening Ceremonies						
Harmony Day Remembrance Day National Child Day Dr. Knox Middle School School Board Rotary Centre of the Arts			✓	✓		
Community Collaborations						
• UBC-O Learning Exchange	* 25	25	✓	✓	✓	✓
• UBC-O Aboriginal Career Fair	* 80	80	✓	✓	✓	✓
• David Bouchard		45	✓	✓	✓	✓
• SiYA Celebration		60	✓	✓	✓	✓
• 3 Mentorship programs		85	✓	✓	✓	✓
• 4 Community forums		N/A				

* Initiative exclusive to Aboriginal students



UBC-O Aboriginal Career Fair

III. Cultural Activities

Aboriginal Culture Program EVENTS ~ September 2008 – June 2009

SEPTEMBER		
15	Drumming	OK Language CNB
19	Implementation Day	
24	Salmon Fishing	OK Language CNB
24	Hand Drum	School Board
26	Ethnobotany	OK Language CNB
30	Oyama's 100 th Anniversary	
OCTOBER		
1	Aboriginal Room Opening	KSS
9	Richard Wagamese talks	Dr. Knox Middle & KSS
10	Traditional Foods	OK Language CNB
14	Board of Governance Training	
15	Residential School Presentation	RSS
17	Regional Meeting	
20	Parent Forum – Winfield	
28	Parent Forum – Rutland	
NOVEMBER		
4	Parent Forum – Ki-Low-Na Friendship Society	
6	Parent Forum – Westbank	
10	War Veteran Speaker	Chief Tomat
13-14	Graduation Retreat	Silver Lake Camp
20	National Child Day	
25	Museum Visit	
26	Spiritual Ceremony – FN 12	RSS
DECEMBER		
2		
9	Primary Winter Gatherings	
12		
16	Ethnobotany	OK Language CNB
17	Art Bundles	Kelowna Art Gallery
JANUARY		
6	Art Bundles	Westbank First Nation
9	Art Bundles	Janine Lott
16	Spirit of N'ha-a-itk	Kelowna Art Gallery
19-23	Art Bundles – Docent Training	
26	FN Art Class Meeting	MBSS
27	OK Language Meeting	Central
28	Residential School Presentation	KSS
FEBRUARY		
5	Opening	Rotary Arts Center
9	Harmony Day – Dancing	Dr. Knox Middle
13	Gr. 7 Gathering – Whalerider	Paramount
16-18	Gr. 8/9 Learning Exchange	UBC-O
25	Honour Your Health	Chief Tomat Elementary
26	Advocate Retreat	Green Bay Camp
27	Okanagan Language Opening	CNB
MARCH		
13	Honour Your Health	Glenmore
APRIL		
2	Youth Conference	Salmon Arm
20-30	Marion Hunt-Doig	8 Schools
21	Chief Tomat Elementary to Ernie Phillips Presentation	Sensisyusten
23	Mentorship Meeting	RSS
MAY		
4	Mentorship Meeting	CNB
5	School Garden Blessing	Glenmore Elementary
6	Power of Choices	Merritt
7	Career Fair	UBC – 0
	Battle of the Books	Rose Valley Elementary
14	Aboriginal Graduation	KSS
20	Residential School Field Trip – KSS	Kamloops
21	Okanagan Language to N'KMip	Osoyoos
JUNE		
2	CNB Transition	CNB
3	Grade 8 Gathering	Green Bay Camp
5	Siya Celebration	Westbank First Nation
8	GMS Transition	GMS
10	Dance Presentation	Hudson Rd. Elementary
16	Kayaking – CNB, MBSS, GMS	Lake - Naramata
19	Peter Greer Elementary National Aboriginal Day Celebration	Peter Greer Elementary

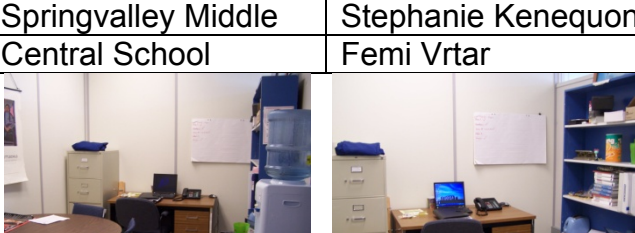


IV. Gathering Places

Advocate Space Update for Elementary, Middle, and Secondary Schools

School District No. 23 (Central Okanagan)

ELEMENTARY SCHOOL		
<u>School</u>	<u>Advocate</u>	<u>Room</u>
AS Matheson	Jennifer Kimmitt-Jeffries	Dedicated
Belgo	Stephanie Kenequonash	Dedicated
Casorso Road	Penny Dionne	Dedicated
Chief Tomat	Shannondee Rigby	Dedicated
Ellison	Patricia Gregoire	Dedicated
George Pringle	Kara Otke	Dedicated
Helen Gorman	Leslie-Ann Hawkes	Dedicated
Hudson Road	Shannondee Rigby	Dedicated
Peachland	Crystal Prince	Dedicated
Pearson Road	Patricia Gregoire	Dedicated
Quigley	Todd Wilson	Dedicated
Rutland	Christina Verhagen	Dedicated
Shannon Lake	Leslie-Ann Hawkes	Dedicated
Springvalley	Todd Wilson	Dedicated
Ann McClymont	Steve Kelly	Shared
Bankhead	Roberta Ell	Shared
Black Mountain	Patricia Gregoire	Shared
Davidson Road	Hannah Vedan	Shared
Dorothea Walker	Steve Kelly	Shared
Glenmore	Roberta Ell	Shared
North Glenmore	Dawn Dunstan	Shared
Oyama Traditional	Hannah Vedan	Shared
Peter Greer	Hannah Vedan	Shared
Raymer	Roberta Ell	Shared
South Kelowna	Patricia Gregoire	Shared
South Rutland	Patricia Gregoire	Shared
Glenrosa	Leslie-Ann Hawkes	No Room
Rose Valley	Shannondee Rigby Kara Otke	No Room
Watson Road	Roberta Ell	No Room
MIDDLE SCHOOLS		
<u>School</u>	<u>Advocate</u>	<u>Room</u>
Const. Neil Bruce	Cindy Paialunga	Dedicated
		

MIDDLE SCHOOLS Cont.		
<u>School</u>	<u>Advocate</u>	<u>Rooms</u>
Dr. Knox	Simone Gauthier	Dedicated
		
Glenrosa Middle	Nicole Werstuik	Dedicated
		
KLO Middle	Penny Dionne	Dedicated
		
Rutland Middle	Christina Verhagen	Dedicated
		
Springvalley Middle	Stephanie Kenequonash	Dedicated
Central School	Femi Vrtar	Dedicated
		
OKM	Steve Kelly	Shared
SECONDARY SCHOOLS		
<u>School</u>	<u>Advocate</u>	<u>Room</u>
George Elliot	Hannah Vedan	Dedicated
KSS	Richard Gauthier	Dedicated
Mt. Boucherie	Sandra Young/Leanne Louie	Dedicated
RSS	Angie Alexander-Paul	Dedicated

SUMMARY

Dedicated Rooms – 25
Shard Rooms -13

No Rooms - 3

V. Targeted Funding Budget

School District No. 23 (Central Okanagan)

2007-2008 Aboriginal Funding and Budget

Funding			
	FTE	Funding	
Ministry Funding Allocation	1,820.5	\$1,014	\$1,845,987
Surplus Carryforward from 2006/07			\$73,861
School Level Allocations			\$9,086
Total Program Funding			\$1,928,934
Expenses			
Staffing Expenses			
Educators			
Teacher Salaries			\$278,949
CUPE Support Staff			
Advocates Salaries			\$712,204
CEA Salaries			\$243,376
Substitute Salaries			\$1,334
Employee Benefits			\$304,360
Total Salaries and Benefits			\$1,540,223
Supplies & Services Allocations			
Okanagan Language Supplies and Curriculum Resources			\$17,922
Professional Development-Support Staff			\$2,645
Mileage- Staff			\$17,410
Student Transportation			\$29,491
Cultural Program/Supplies			\$32,356
General Teaching Supplies			\$23,192
Graduation			\$17,116
Field Trips			\$18,105
Telephone/Admin			\$3,453
Community Link Program			\$3,331
Aboriginal Parent and Family Education Council			\$90
General District Level Account			\$11,035
School Level Allocations			\$9,086
Total Supplies & Services			\$185,232
Total Program Expenses			\$1,725,455

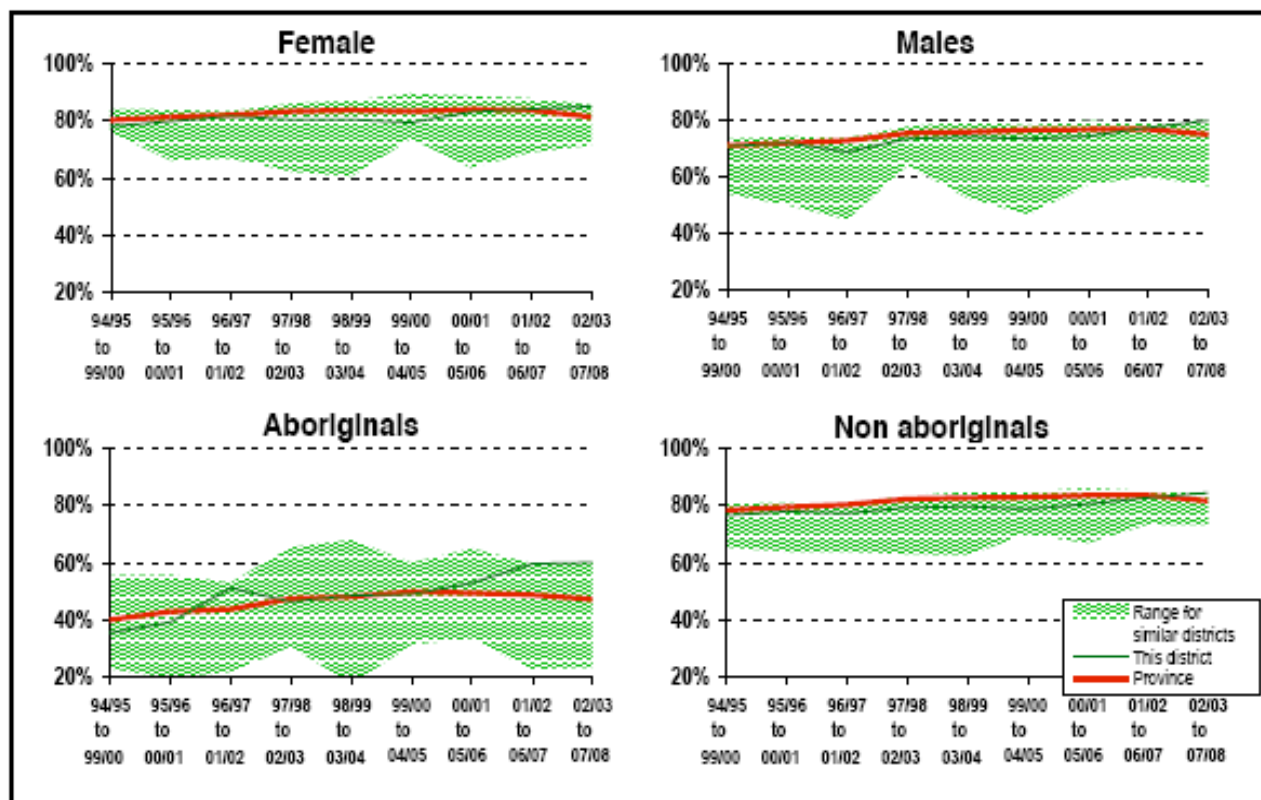
Surplus Carryforward

\$203,479

**School District No. 23 (Central Okanagan)
2008-2009 Aboriginal Funding and Budget**

Funding			
	FTE	Funding	
Ministry Funding Allocation	1,840.5	\$1,014	\$1,866,267
Surplus Carryforward from 2007/08			\$203,479
School Level Allocations			\$20,866
Total Program Funding			\$2,090,612
Expenses			
Staffing Expenses			
Educators	FTE		
District Principal	1.00		
Secondary School Tutoring	3.23		\$389,849
CUPE Support Staff			
Advocates Salaries	21.50		
Cultural Facilitator Salary	1.00		
Cultural Facilitator Assistant	1.00		
Okanagan Language/Culture Instructor	1.00		
CEA Salaries	12.37		\$1,497,543
Total Staffing Allocations			\$1,887,392
Supplies & Services Expenses			
Okanagan Language Supplies and Curriculum Resources			\$10,000
Professional Development-Principal/ Support Staff			\$11,000
Mileage- Staff			\$17,500
Student Transportation			\$29,000
Cultural Program/Supplies			\$35,000
General Teaching Supplies			\$25,000
Graduation			\$18,000
Field Trips			\$20,000
Telephone/Admin			\$3,500
Aboriginal Parent and Family Education Council			\$5,000
General District Level Account			\$18,729
School Level Allocations			\$10,491
Total Supplies & Services			\$203,220
Total Program Expenses			\$2,090,612

DOGWOOD COMPLETION WITHIN 6 YEARS B.C. PUBLIC SCHOOLS



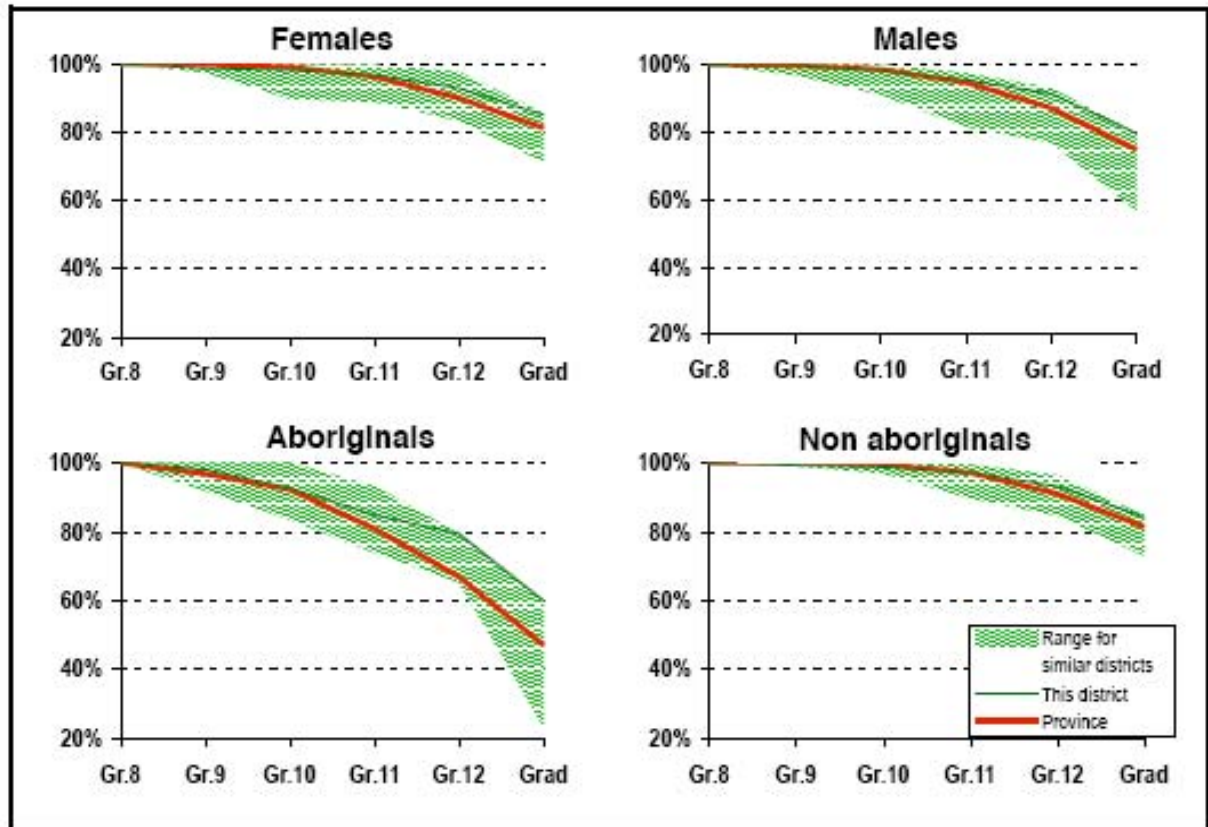
Females		94/95 to 99/00	95/96 to 00/01	96/97 to 01/02	97/98 to 02/03	98/99 to 03/04	99/00 to 04/05	00/01 to 05/06	01/02 to 06/07	02/03 to 07/08
This district		78.0%	79.7%	81.6%	80.5%	80.4%	79.3%	83.1%	84.1%	85.0%
Province (pub)		80.3%	81.4%	82.0%	83.3%	83.7%	83.3%	83.9%	83.7%	81.2%

Males		94/95 to 99/00	95/96 to 00/01	96/97 to 01/02	97/98 to 02/03	98/99 to 03/04	99/00 to 04/05	00/01 to 05/06	01/02 to 06/07	02/03 to 07/08
This district		70.6%	71.6%	68.6%	73.3%	74.0%	73.3%	74.1%	77.2%	79.5%
Province (pub)		70.8%	71.8%	72.7%	75.2%	75.7%	76.3%	76.6%	76.5%	74.7%

Aboriginals		94/95 to 99/00	95/96 to 00/01	96/97 to 01/02	97/98 to 02/03	98/99 to 03/04	99/00 to 04/05	00/01 to 05/06	01/02 to 06/07	02/03 to 07/08
This district		35.3%	38.9%	51.0%	46.1%	48.3%	48.8%	52.8%	59.4%	59.8%
Province (pub)		39.9%	42.7%	43.5%	47.2%	47.8%	49.6%	49.1%	48.6%	47.0%

Non-aboriginals		94/95 to 99/00	95/96 to 00/01	96/97 to 01/02	97/98 to 02/03	98/99 to 03/04	99/00 to 04/05	00/01 to 05/06	01/02 to 06/07	02/03 to 07/08
This district		76.5%	77.9%	77.1%	79.0%	79.5%	78.6%	80.4%	82.5%	84.2%
Province (pub)		78.3%	79.3%	80.3%	82.1%	82.6%	82.7%	83.4%	83.4%	81.4%

GRADE PROGRESSION OF SINGLE COHORT OVER 6 YEARS 2002/03 TO 2007/08, B.C. PUBLIC SCHOOLS



		Females					
		Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Central Okanagan		100%	99%	98%	97%	93%	85%
Province (public only)		100%	100%	99%	98%	90%	81%

		Males					
		Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Central Okanagan		100%	100%	98%	95%	91%	80%
Province (public only)		100%	100%	98%	95%	87%	75%

		Aboriginals					
		Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Central Okanagan		100%	98%	93%	85%	79%	60%
Province (public only)		100%	97%	92%	81%	67%	47%

		Non-aboriginals					
		Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Central Okanagan		100%	99%	99%	97%	93%	84%
Province (public only)		100%	100%	100%	97%	91%	81%