

Together We Learn

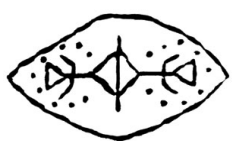


**Central Okanagan
Public Schools**

Aboriginal Education



14th ANNUAL REPORT 2016-2017



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

14th Annual Report

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

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

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



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

ANNUAL REPORT PREPARED BY

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ACKNOWLEDGMENTS

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

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MESSAGE FROM THE ADMINISTRATIVE TEAM ABORIGINAL EDUCATION

Way', x̓ast s̓łłx̓alt,

Dear Parents/Guardians,

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

The Aboriginal Education Program strives to provide experiences that empower and value our 2,628 Indigenous learners by creating a strong sense of belonging and supporting overall success. Foundational to our work is the importance of creating environments that help foster a strong sense of identity, supporting “Indigenous Ways of Knowing,” and embedding the “First Peoples Principles of Learning” in the daily instruction in all of our schools.



Grade 8 Indigenous workshop
at UBCO

We are very proud to share that the Graduating Class of 2017 was our largest number of Indigenous graduates to date and we anticipate continuous growth in this area. We are committed to our District's goal of graduating all Indigenous students with dignity, purpose and options.

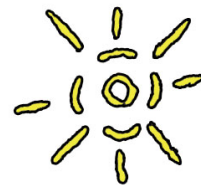
We proudly recognize the 56 staff members of the Aboriginal Education Department who are supported by our District's Aboriginal Education Council, school district leaders and community partners. We honour our Elders, parents, guardians and community members and value your wisdom and expertise. Together, we share a commitment for each of our students to reach their potential.

It is with great pride that we share our successes with you and recognize the areas of continued growth. On behalf of the Program staff, we present the 14th Annual Aboriginal Education Report, because “Together we empower students of all Nations.”

Way' Liml̓əmt,

Joanne DeGuevara
District Principal of Aboriginal Education
Central Okanagan Public Schools

Nina Ferguson
Acting District Vice Principal Aboriginal Education
Central Okanagan Public Schools

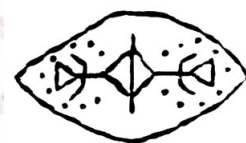


INTRODUCTION

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

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

Central Okanagan Public Schools is a diverse learning community with a student population of 22,092 in the 2016-2017 school year, making us the fifth largest district in British Columbia. 11.9% (2,628) of these students are of Aboriginal ancestry.





The 14th Annual Report will address the four goals of the Central Okanagan Public Schools' second Aboriginal Enhancement Agreement and the progress that our students have made towards meeting these goals.

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



EMOTIONAL

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



SPIRITUAL

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



PHYSICAL

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



INTELLECTUAL

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



Aboriginal Information Management System (AIMS)

**PHYSICAL
QUADRANT
18,479**

AIMS references 18 of the goals from our second Enhancement Agreement to track the service we provide Aboriginal students. Each of these goals are based on the four Medicine Wheel quadrants: Emotional, Spiritual, Physical, and

**SPIRITUAL
QUADRANT
24,667**

meeting some of our other goals in other sections of the Medicine Wheel.

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

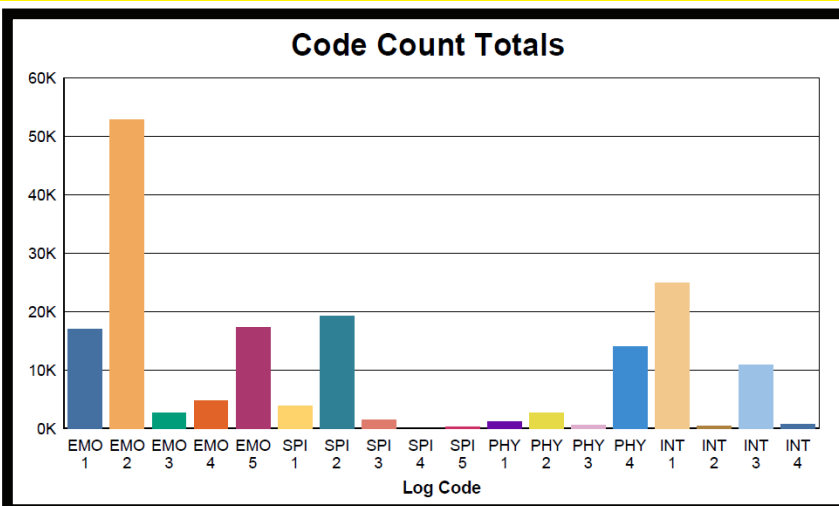
We are in our third year using the locally-developed Aboriginal Information System (AIMS), and we are happy to continue expanding our data system. AIMS was created to track the contact the Aboriginal Education Department staff has with Indigenous students in our 43 schools across the District. AIMS is now used in six other Districts in British Columbia.

**EMOTIONAL
QUADRANT
94,459**

Intellectual. This way, we are able to guide our program and the service we provide Aboriginal students based on the data collected. We know that working on the Emotional section of the quadrant is important and will take up much of the contact our staff has with students. AIMS enables us to see just how much contact we have with our students with each goal and in each quadrant. This will enable our program staff to explore new ways of

**INTELLECTUAL
QUADRANT
36,840**

174,445 CONTACTS



Log Code Key

EMO = Emotional Quadrant

SPI = Spiritual Quadrant

PHY = Physical Quadrant

INT = Intellectual Quadrant



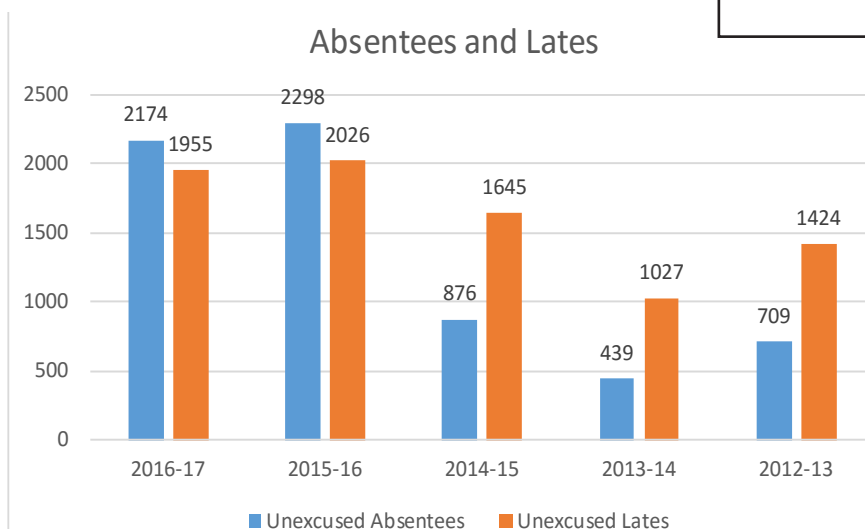
ABORIGINAL STUDENTS AND FAMILIES WILL ATTAIN A SENSE OF BELONGING, SELF-RESPECT, AND PRIDE OF HERITAGE

ATTENDANCE

Each student's attendance is monitored by the Advocate in each school. A student who starts showing patterns of tardiness is given extra attention and support. Cases requiring increased levels of support will be tracked by the school and the Program staff. Strategies to bring students into the schools is to first understand why the student is not attending school through contact with families and setting up cultural support in each school to increase a sense of belonging.



AS Matheson students
working together



BELONGING

We know that when students miss class, they are missing an opportunity to learn and grow with their class. We are committed to providing a sense of belonging for all students. In the 2016-17 school year, our data is telling us that Indigenous students in Central Okanagan Public Schools missed 78,049 classes. This equates to 209 average absentees or 4.72%. In comparison, non-Indigenous students missed 374,161 classes or 2.85%.



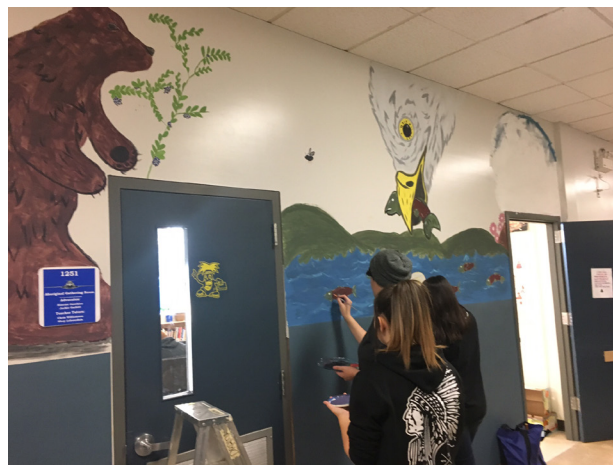
Grade 5 students at Sensisyusten



FOCUS ON THE FUTURE



Mount Boucherie Secondary



Rutland Secondary

Our program will continue to focus on meaningful learning for all students. This includes Indigenizing the spaces where our students learn. For example, the top left photo was taken at Mount Boucherie Secondary where our leadership students ensure a presence across the school, to the photo in the top right outside of the Gathering Room at Rutland Senior Secondary where students are painting a Four Food Chiefs mural for everyone to see.

The bottom left photo is our Elder Wilfred Barnes working with students in the Gathering room.



We know that when Indigenous students feel a sense of belonging in our schools, they will succeed in any avenue they wish to pursue. The bottom right picture is Conner Creamore and Noah Kaiser from Dr. Knox Middle School where they experienced traditional teachings from a program staff member on stick games.

We will continue to focus on creating a sense of belonging in all of our schools moving forward.



Elder Wilfred Barnes working with students



Dr. Knox Middle school students



STUDENT RECOGNITION

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

MEDICINE WHEEL AWARD RECIPIENTS



From left to right:

Spiritual Award recipient, Payton Prince, from Mount Boucherie Secondary - Dance has been a quintessential part of her life, grounding her still today as she shares her gift of dance with anyone willing to come to her dance nights. Payton was a Staff Carrier for two years.

Physical Award Recipient, Fynn McCarthy from George Elliot Secondary - Fynn could not attend because he was playing for the U21 men's Volleyball team on the evening of the Aboriginal graduation.

Intellectual Award recipient, Tasia Chuhaniuk, from Kelowna Secondary - Tasia is articulate, motivated and involved. She has already been accepted into three post-secondary institutions, but she is hoping to stay local and attend UBCO.

Emotional Award recipient, Laura Schellenberg, from Rutland Secondary - Laura is described as "the most generous person I know and "Truly selfless and beyond inspiring."

All Around Medicine Wheel Award recipient, Jenevieve Hyslop, from Mount Boucherie Secondary - Jenevieve is someone who can captain a AAA soccer team and maintain a 94% average in her academic courses while still having time to help her neighbours and truly be part of her community.



ABORIGINAL ADVOCATES

THE ROLE OF THE ADVOCATE

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

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

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

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



Aboriginal Education staff



STUDENT RECOGNITION



MBSS Leadership supporting the Run for the Cure



KSS Honour Drum recipient Taylor Hutton



Students dancing at the Okanagan College Powwow

Invigorated By the Present

We believe there is a need to recognize all students successes. It would be impossible to place each success on one page, however we are very proud of all our students' accomplishments each year. There are so many students excelling at each and every level throughout the District. The Aboriginal Education program is committed to providing educational enhancements to strengthen each student's cultural identity, pride, connectedness, and success in school.



Springvalley Middle School students singing at the Remembrance Day celebration



Mount Boucherie Secondary Honour Drum recipients



FAMILY FUN NIGHTS



Staff and families play games and have fun together



Students learn about the Kelowna Fire Department



Central Okanagan Students dancing for families

Family Fun Night

The Aboriginal Education Program is proud to have been able to host three nights for our families to gather, celebrate Indigenous traditions, and have fun, food, and laughter. There were approximately 700 people that came out to our three Family Fun nights at our three locations. A huge thank you goes out to the families for coming out to our events and to the community members who provided gifts and set-up info booths. Each year, the Family Fun nights get bigger and bigger. We are looking forward to next year's festivities already.



The community came together to celebrate traditional teachings, culture, and enjoy a meal together



The action was non-stop as families enjoyed the traditional dancers



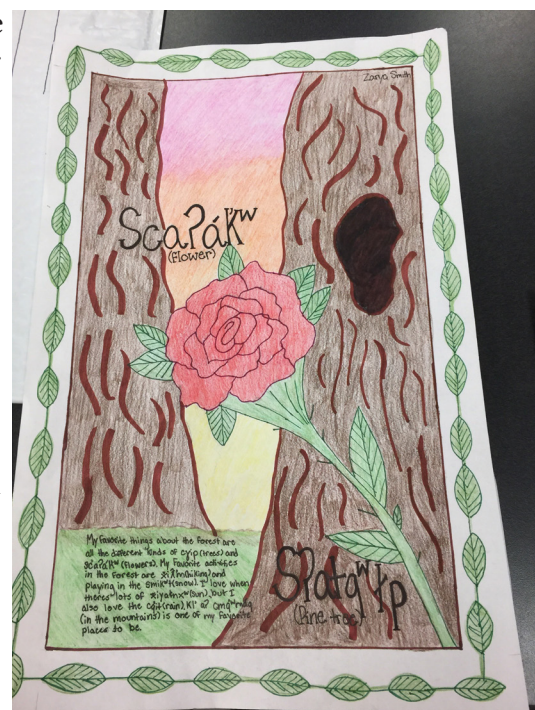
ABORIGINAL STUDENTS WILL ACTIVELY PARTICIPATE IN ABORIGINAL TEACHINGS, TRADITIONS, CULTURE AND LANGUAGE.

Okanagan Language

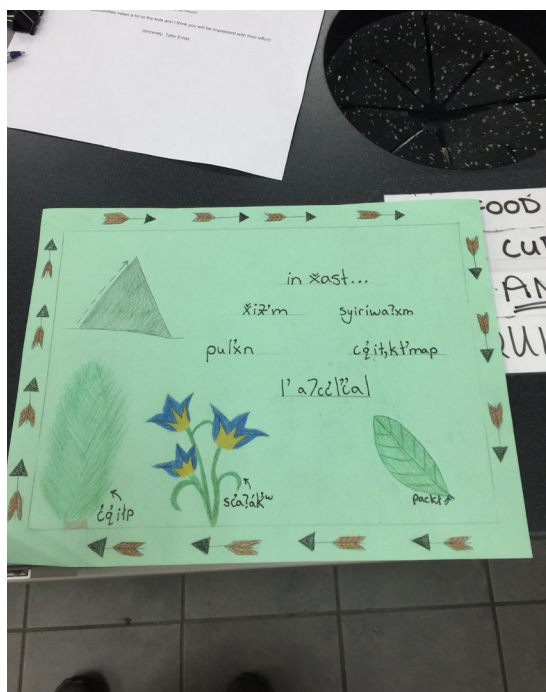
Okanagan Language is currently being offered at Constable Neil Bruce for the 2017/2018 school year. Students can elect to take Okanagan for their language credit at all Grade Levels (7, 8 or 9).

These classes are playing a key role in revitalizing Okanagan language and the culture encoded within. Traditional values of family and interconnectedness informs our inclusion of students from all backgrounds. Visitors have remarked how students are outspoken in Okanagan class, evidencing how language provides a space for voice. Further, language fosters resilience to identity loss as it attributes to greater confidence and self-awareness.

The students have embraced Okanagan culture and traditions through visiting guests, Elders, and outdoor activities. We have been able to thread Okanagan cultural teachings through activities such as mini-drums, loom-beading, rattles, beaded medicine pouches, traditional medicines and engaging in traditional games such as stick games. Additionally, students are able to explore some captikwl (traditional stories).



The year begins with each student demonstrating a commitment to the language by tying onto a Staff which acts as a continual reminder of why we are here. Student feedback regarding mental health, cross-cultural awareness and identity is enlightening:



"When I go to Okanagan class, I feel happy and like I have friends."

"Okanagan language is a great way for us to learn about our peers' heritage..."

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



INDIGENOUS MIDDLE SCHOOL OPPORTUNITIES



Last year was the first year for our Grade 8 Gathering at UBCO. The students were excited to hear Okanagan stories shared by dynamic speakers. Our focus for the grade 8 students was on positive self-identity and personal responsibility along with traditional teachings. The students made their own medicine pouches with personal messages and moose hide pins to take back to their schools.



Cofounder of the Moosehide Campaign Raven Lacerte



Dr Knox student Sophia Dargatz



Guest speaker Madeline Terbasket



Students working on the Moose hide campaign



Students beginning the mindfulness workshop



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

Academy of Indigenous Studies Mount Boucherie Senior Secondary School



Learning to play the big drum

The Academy of Indigenous Studies enables all students to experience traditional culture. Whether they are learning to drum with a Powwow drum or a hand drum, they are learning together. This helps the students come together and become more of a family than a class.



Academy
of
Indigenous
Studies



Heart Garden

Academy students do more than learn in a classroom. Through leadership, they are connecting the entire school in initiatives such as the heart garden or raising awareness for Missing and Murdered Women and Children. The students also learn from the land by building and camping in shelters by the water.



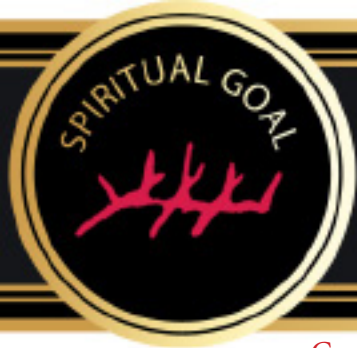
Outdoor shelter



Leadership camping trip



Outdoor shelter



Academy of Indigenous Studies

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

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

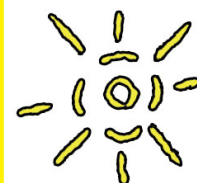


Work Ethic

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

Honour Roll

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



ACADEMY OF INDIGENOUS STUDIES

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

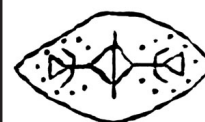


Principals List

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

Award of Excellence

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



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

Last year, we recognized seven students for completing the Academy. These students are: Tylan Whitley, Sharanna Gabriel, Payton Prince, Jeanelle Croteau, Jayda Setah, Jaime Carlson, and Cheyanne Abbott.



ABORIGINAL GRADUATION RETREAT

In November 2016 and February 2017, we celebrated two all day sessions with our graduates. Both events took place at Green Bay Camp and were a great success with a record number of graduates attending each session. The knowledge the students gained will stay with them for a lifetime.



After hosting Farrah Palmer in November, we gathered once again for a drum making workshop in February. The students worked alongside an Elder and program staff to learn about drum protocols. The teachings included caring for the drum along with self-care for themselves. More than anything, everyone shared stories and laughter while putting all of their positive energy into making their drums. Students left with a sense of pride and commitment to continuing their personal journey of learning their history, traditions and culture.





ORANGE SHIRT DAY



Peachland Elementary students



Rose Valley Elementary students

Orange Shirt Day is a legacy of the St. Joseph Mission Residential School commemoration event held in Williams Lake, BC, Canada, in the spring of 2013. It grew out of Phyllis' story of having her shiny new orange shirt taken away on her first day of school at the Mission, and it has become an opportunity to keep the discussion on all aspects of residential schools happening annually. September 30th is the date chosen for Orange Shirt Day because it is the time of the year in which children were taken from their homes to Residential Schools, and because it is an opportunity to set the stage for anti-racism policies for the coming school year.



Casorso students working together



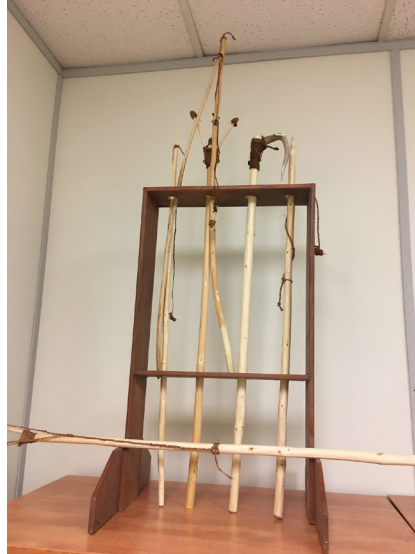
Mount Boucherie Indigenous leadership students



PHYSICAL GOAL



The Indigenous Leadership class supported the Run for the Cure at Mount Boucherie Secondary. This is one of many initiatives the class supports each year.



Middle school students in Central Okanagan Public Schools have had the opportunity to learn about traditional practices for fishing in the Okanagan.



Sophia Kaiser broke the District record in the 1200 metre race for girls under 10. This was one of three races she participated in on this day.



The Indigenous Leadership class promotes the District's kindness initiative at Mount Boucherie Secondary school while they inform students about Truth and Reconciliation.



We believe students who make healthy choices and live healthy lifestyles can participate more fully in their learning. Strong physical understanding leads to a better sense of self esteem, sense of purpose, and gives our youth a positive view of their future.



Samara Haverko joins her mentor Sara Roggeveen in the Siya celebration which celebrates the Siya (Saskatoon) berry. Samara was one of many students who took part in the Fancy Shawl dance lessons throughout the year at both Kelowna Secondary and Mount Boucherie Secondary Schools.





CULTURAL ACTIVITIES



Rutland students learning
to loom with their Advocate
Amanda Berry



Two amazing paddles made in
First Nations Art Studio class at
Mount Boucherie Secondary



Grade 2/3 students dancing at
the Primary Winter Gathering

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



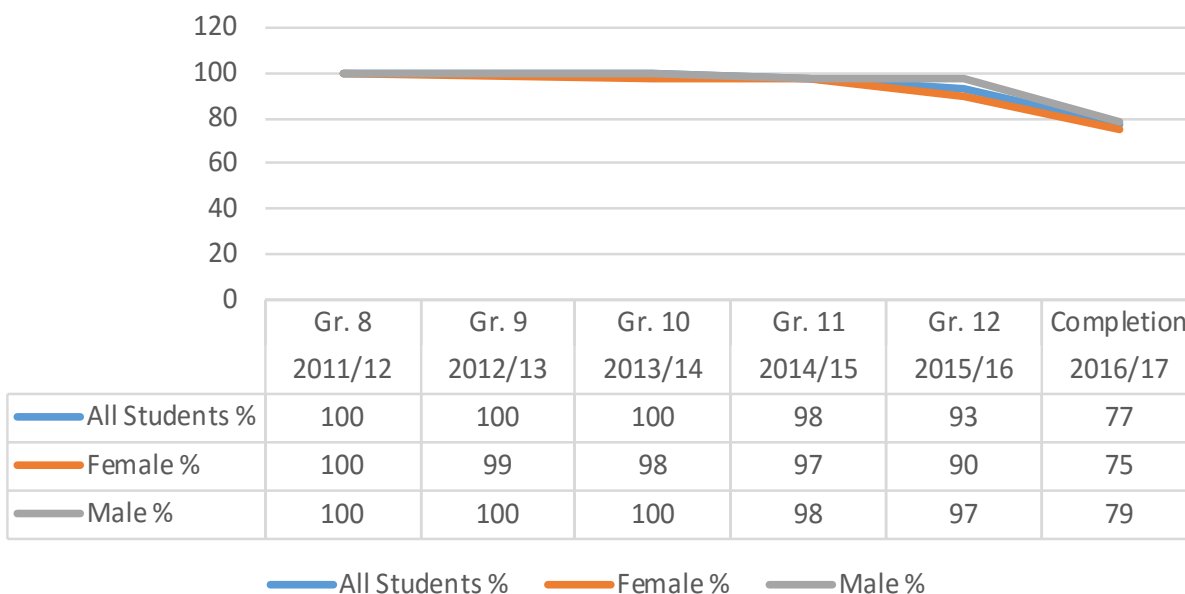
WE BELIEVE STUDENTS MEETING AND/OR EXCEEDING GRADE LEVEL EXPECTATIONS IN READING, WRITING, AND NUMERACY WILL GRADUATE WITH A DOGWOOD CERTIFICATE AND BE FULLY PREPARED FOR POST-SECONDARY EDUCATION.

INITIATIVES AND PROGRAMS

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

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

Progress of Aboriginal Students Entering Grade 8



Progress of Aboriginal students entering Grade 8 in September 2009

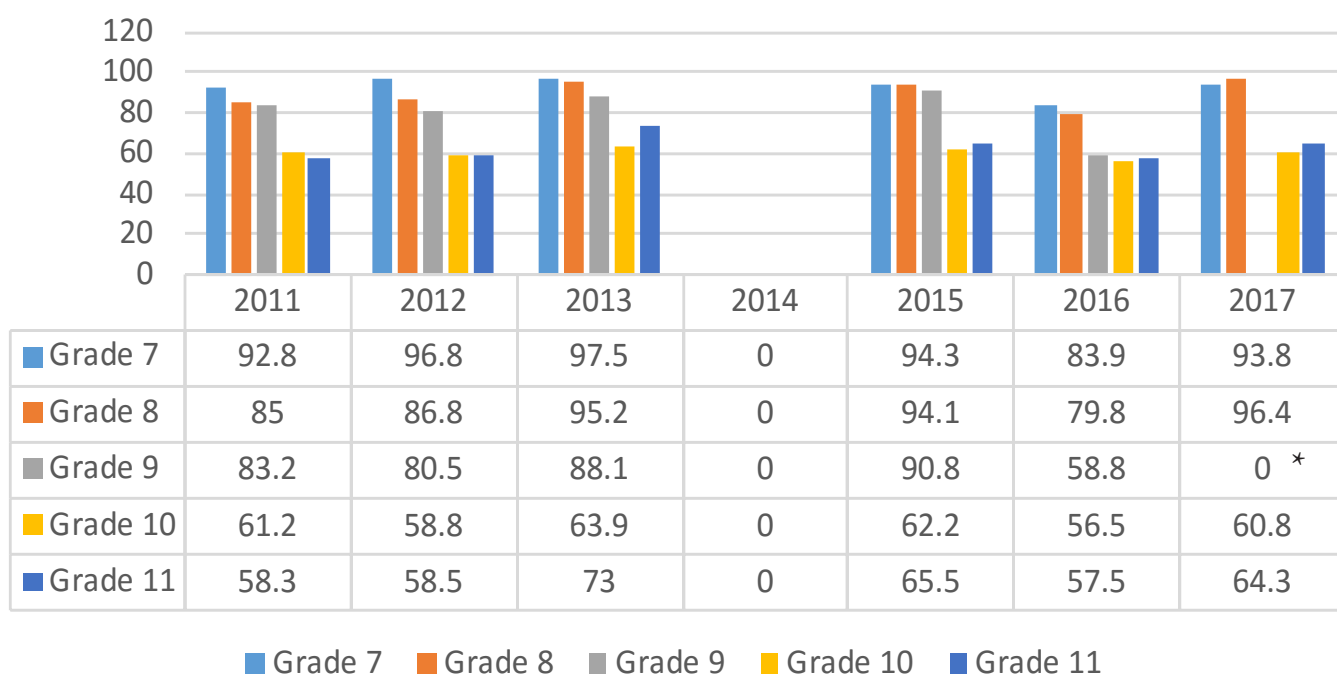
The data represents a cohort of students as they progress from Grade 8 through to Grade 12 completion. Each year, migration estimates are factored in. If a student leaves for another district, that student's information will be reported in the new district's cohort information. (Grade transition includes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



ACADEMIC GRADE READINESS

Academic Grade Readiness is defined as a measure of the number of students successfully transitioning to the next grade level in all five core courses: Math, Social Studies, English, Science and Physical Education.

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



* This data was not available at the time of this report

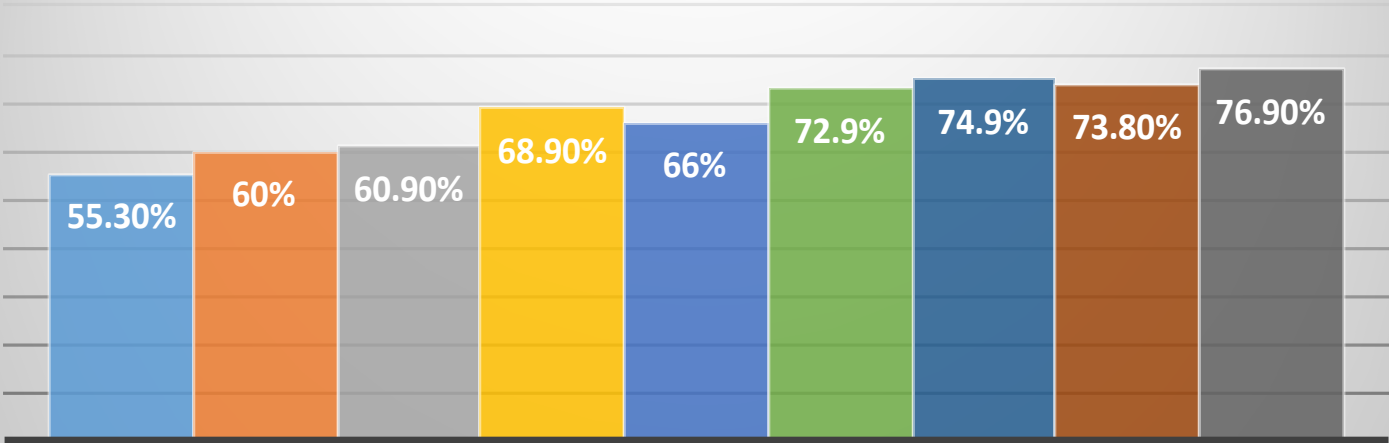


Staff Carriers Chris Frei and Nikki Wilson presenting at the UBC Short Course for new Principals/Vice Principals in Vancouver, BC

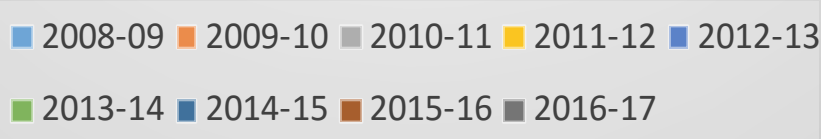


ABORIGINAL STUDENTS WILL ACHIEVE HIGH ACADEMIC STANDARDS FROM K-12

Six-Year Completion Rate Aboriginal

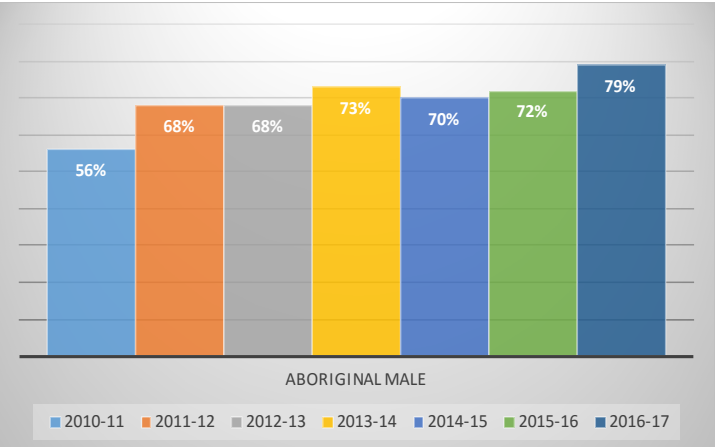
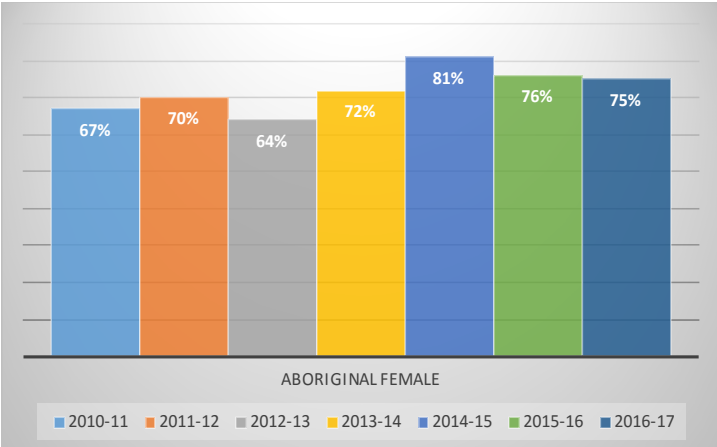


CENTRAL OKANAGAN PUBLIC SCHOOLS
SIX-YEAR COMPLETION RATE FOR ABORIGINAL STUDENTS



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

Six-Year Completion Rate: Aboriginal by Gender





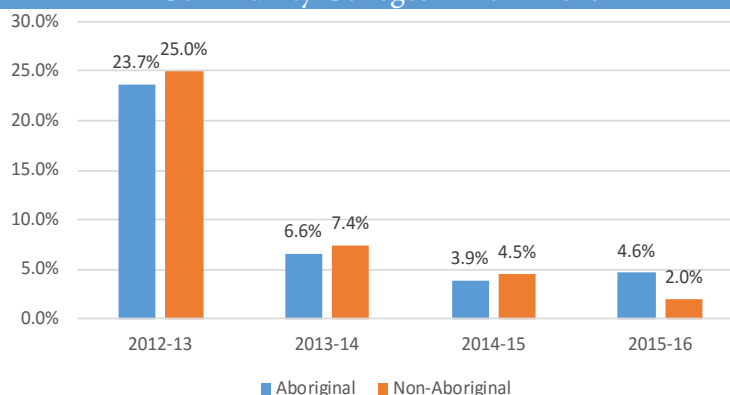
STUDENT TRANSITIONS TO BC PUBLIC POST SECONDARY INSTITUTIONS



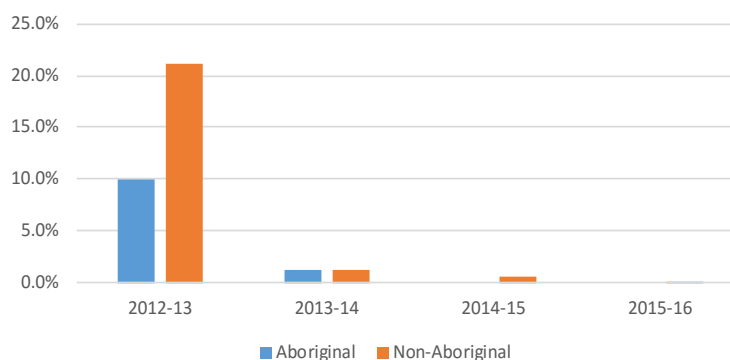
Medallions for students achieving the honour roll in all Academy courses at MBSS

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

2011/12 Grade 12 Graduates Entering
Community Colleges in 2012-2015

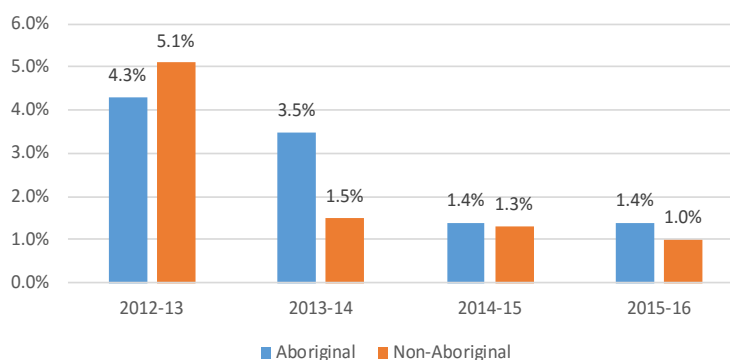


2011/12 Grade 12 Graduates Entering
Research-Intensive Universities in 2012-2015



Maynard Mcrae leading young dancers at the annual Siya event on Westbank First Nation territory

2011/12 K-12 Non-Graduates Entering
Community Colleges in 2012-2015





COMMUNITY CONNECTIONS



Siya celebration

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

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

KFS provides many rich programs and services for Aboriginal



Students leading students at the Siya celebration

families throughout the year. The Aboriginal Education Program provides support for some of the Annual Events hosted by KFS. The UBCO Career Fair, hosted at UBC Okanagan, connects secondary students with employers and post-secondary institutions in support of future post-secondary education or career goals. As well, our grade 4/5 students attend the annual Aboriginal Day celebration hosted in June.

We continue to work closely with our host Nation, Westbank First Nation, as well as the Okanagan Nation Alliance to ensure we are providing culturally appropriate experiences for Aboriginal students while honouring local protocols and traditions. The Aboriginal Education Program supports the Annual Siya Celebration held in June of each year. Our grade 4/5 students attending the Westside schools have the opportunity to join in on this amazing celebration.

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



Students learning at WFN Heritage Museum



Students learning on WFN land



COMMENTS FROM THE ABORIGINAL EDUCATION COUNCIL CHAIR

Message from Fernanda Alexander, Councillor, Westbank First Nation



Wai' Students, Parents and Staff of Central Okanagan Public Schools:

It has been an honour representing Westbank First Nation on the Aboriginal Education Council. This has been an amazing experience and I have enjoyed being able to witness our Indigenous students' growth. It is so encouraging to see 2,628 Indigenous students self-identify within Central Okanagan Public Schools as well as more Aboriginal Advocates and teachers who understand First Nation culture and history. This understanding allows for more success for our Indigenous students. The development of a new curriculum within education will need supports to ensure this is a positive and healthy discussion that will promote healing within the generations before us and focus on the future of healthier generations. Thank you to the Aboriginal Education Council for being a part of this success and congratulations to our students! I look forward to another year of success and a commitment to increase our graduation rate, currently at 76.9%, to a goal of 90%.

Limlæmt ~ thank you
Fernanda Alexander
Councillor, Westbank First Nation
Chair, Aboriginal Education Council

Fernanda Alexander	Councillor, Westbank First Nation
Wilfred Barnes	Elder, Westbank First Nation
Terry Beaudry	Deputy Superintendent of Schools, Central Okanagan Public Schools
Ann Bell	Project Director, Lake Country Nation Association
Deb Butler	Trustee, Board of Education, Central Okanagan Public Schools
Denise Clough	Education Coordinator, Westbank First Nation
Chantelle Colthorp	Aboriginal Supported Child Development Consultant, Kelowna Métis Association (November 2016 – Present)
Joanne De Guevara	District Principal of Aboriginal Education, Central Okanagan Public Schools
Raf De Guevara	Intergovernmental Affairs/Title and Rights Manager, Westbank First Nation
Roberta Robin Dods	Board Member, Ki-Low-Na Friendship Society
Julia Fraser	Trustee, Board of Education, Central Okanagan Public Schools
Karen Frazie	kwu xast Program Coordinator/sylx Elders Wellness Coordinator, Okanagan Nation Alliance (February 2017 – June 2017)
Jennifer Houde	Wellness Manager, Okanagan Nation Alliance (July 2016 – February 2017)
Kevin Kaardal	Superintendent of Schools/CEO, Central Okanagan Public Schools
Kelly L'Hirondelle	Executive Director of Métis Community Services Society of B.C.
Sheldon Louis	Councillor, Okanagan Indian Band (April 2017 – Present)
Greg Mazur	President, Kelowna Métis Association (July 2016 - November 2016)
Lee Mossman	Trustee, Board of Education, Central Okanagan Public Schools (Alternate)
Edna Terbasket	Executive Director, Ki-Low-Na Friendship Society
Dan Wilson	Councillor, Okanagan Indian Band (July 2016 – April 2017)



7 GENERATIONS STATUE

RESIDENTIAL SCHOOL SURVIVORS MONUMENT



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

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



Access our Second Aboriginal Enhancement Agreement, Annual Reports,
and our most recent “How Are We Doing Report” on our website at
<http://www.aboriginaleducationsd23.weebly.com>