

**Aboriginal Education
Enhancement Agreement
September 2016 – June 2021**

Between

**School District No. 53 (Okanagan Similkameen)
Our Okanagan Similkameen Aboriginal Partners**

And

The Ministry of Education

We, the undersigned, recognize and honor our shared responsibilities for the success of all Aboriginal students in School District No. 53. Further, we agree that the terms of the attached Agreement will signify our collective intent to work together in a relationship of mutual respect and strength of purpose that will result in positive outcomes for all Aboriginal learners in our District.

ylmix^wm Clarence Louie
Osoyoos Indian Band



ylmix^wm Rick Holmes
Upper Similkameen Indian Band



ylmix^wm Keith Crow
Lower Similkameen Indian Band



Marieze Tarr
Board of Trustees
School District No. 53 (Okanagan Similkameen)



Karlie Clarke
Metis Parent Representative
South Okanagan-Osoyoos



Bev Young
Superintendent of Schools
School District No. 53 (Okanagan Similkameen)



Ministry of Education
Province of British Columbia



Sts-oomsts yeeh
S-Ooknahkchinx
OKANAGAN NATION
DECLARATION

*Yeeh koo S-Ooknahkchinx kgoolhentem yarpnah shchelhcharlt
kthlktdekmintet kgel yayart yeeh sentsoo-weeptet. Oothl yalah
yarpnah koo tsoot.*

*We, the Okanagan Nation make this declaration today as a sign for every
generation to come. Therefore, we hereby declare that:*

*Mneemthltet yeeh koo xahtmaskchilwk, koo temskchiwhewh yatlah te
temwhoolahwh, yeeh toomhtemhtet.*

We are the unconquered aboriginal peoples of this land, our mother;

*Telh kgoolhentsooten switxetxxtet yeeh toomhtemhtet, ksnpee-
eelshmenhtemh, kstxetdenhtimh oothl kskgethikchiwhenhtemh.*

The creator has given us our mother, to enjoy, to manage and to protect;

*Telhs meegas qchesapihs, yeeh koo xahtmaskchilwh koos queleewix eel
toomhtemhtet.*

We, the first inhabitants, have lived with our mother from time immemorial;

*Yeeh koo S-Ooknahkchinx yeeh tzohchentsootentet koo xeehxeexstim koo
kgel yayart phchwikstmentem an hchastan yeeh telh toomhtemhtet.*

*Our Okanagan Governments have allowed us to share equally in the
resources of our mother;*

*Loot penhkinh tde xeehxeexxeexmentem yeeh stethltethtet yeeh kgel
toomhtemhtet, yeeh telh toomhtemh an hchastantet, yeeh
txtdeeplahntentet oothl yeeh noonemwheenahntentet.*

*We have never given up our rights to our mother, our mother's resources,
our governments and our religion;*

*Loot penhkinh koo tdeks ntzespoolawhahx. Peentk kstxt'diplahntemh
yeeh telh toomhtemh an hchastantet koo kgel yayart, telh yarpnah
oothl tdeswhoois.*

*We will survive and continue to govern our mother and her resources
for the good of all for all time.*

CHIEFS AND COUNCILORS

OSOYOOS INDIAN BAND

Chief - Clarence Louie

Councilors - Veronica McGinnis

- Thomas Alex

PENTICTON INDIAN BAND

Chief - Adam Ennes

Councilors - Jeanette Armstrong

- Leo Orland

- Joseph Pierre

- Archie Jack

UPPER SIMILKAMEEN INDIAN BAND

Chief - Hazel Squakin

Councilors - Karen Holmes

- Carrie Allison

LOWER SIMILKAMEEN INDIAN BAND

Chief - Barnett Allison

Councilors - Richard Terbasket

- Ralph Bent

- Pauline Terbasket

OKANAGAN INDIAN BAND

Chief - Murray Alexis

Councilors - Gradin Alexis

- Johnny (Tim) Alexis

- Albert Saddleman

- Cecil Louis

- Matthew Bonneau

- Molly Bonneau

- Herbert Simpson

- Raymond Gregoire

- Daniel Wilson

WESTBANK INDIAN BAND

Chief - Robert Louie

Councilors - Harold Derrickson

- Rose Derrickson

NICOLA INDIAN BAND

Chief - Fred Holmes

Councilors - Harvey McLeod

- Walter Archachan

- Sharon Lindley

- Richard McLeod

1. Preamble

The Okanagan-Similkameen First Nations and School District No. 53 (Okanagan Similkameen) have historically worked together for the benefit of all Aboriginal students. School District No. 53, the Lower Similkameen Indian Band, the Osoyoos Indian Band, the Upper Similkameen Indian Band, and parents of students with Aboriginal ancestry have worked in partnership to develop this enhancement agreement. Furthermore, we honor the traditions of the sukənaqin* and sməłqmix* people and support their commitment to the preservation of nsíyilxcən* and culture, and further, we acknowledge the nsíyilxcən as the principle language of this territory. This enhancement agreement honors the partnership and recognizes the collective responsibility for the success of all Aboriginal learners.

2. Establishment of an Aboriginal Education Advisory Council

The School District No. 53 Aboriginal Education Advisory Council (AEAC) will meet four times each year and its role will be to:

- oversee Enhancement Agreement goals;
- operate under the AEAC Terms of Reference;
- monitor the implementation of the Enhancement Agreement;
- evaluate performance data and Aboriginal programs as set out in the Enhancement Agreement;
- share information about Aboriginal programs;
- recommend and facilitate the implementation of new programs to provide better service to Aboriginal students; and
- provide communication and connection to Band Councils and parents.

The AEAC will be composed of the following members appointed by their organization.

- School District: Trustee, Superintendent and/or designate, District Aboriginal Teacher, School Administrator.
- Three representatives (Elder, Education Coordinator, Parent) from each of the bands**
- One representative of parents of students with Aboriginal ancestry for the South Okanagan Valley and one for the Similkameen Valley.
- Similkameen Schools and Southern Okanagan Schools: Two student representatives each, one for grades 7 – 9, one for grades 10 – 12 (see definitions for election criteria).

Various groups and/or individuals may be invited to meetings to participate in discussions and provide information as appropriate. Aboriginal Support Workers are invited as well as school Administrators. These guests do not have a vote in decisions.

***See Appendix 2 - Definitions**

****Note: It is recommended that one of the representatives be a parent of a student attending in the school district and one be an elder.**

3. Purposes

The purposes of the Enhancement Agreement are to:

- collaborate with students, parents, elders, band staff, as well as school district and school staff to build awareness and appreciation for sukənaqin and sməłqmix cultures;
- work collectively for the success of all Aboriginal learners attending public and band schools;
- enhance the academic performance of Aboriginal learners;
- honor and support the histories, cultures, and languages of the Aboriginal people whose traditional territories School District No. 53 lies within;



- support the involvement of all learners in Aboriginal cultural activities and the arts; and
- foster greater understanding and sensitivity of the sukənaqin and sməłqmix culture among all school district staff so that Aboriginal students participation in traditional community activities may be supported.

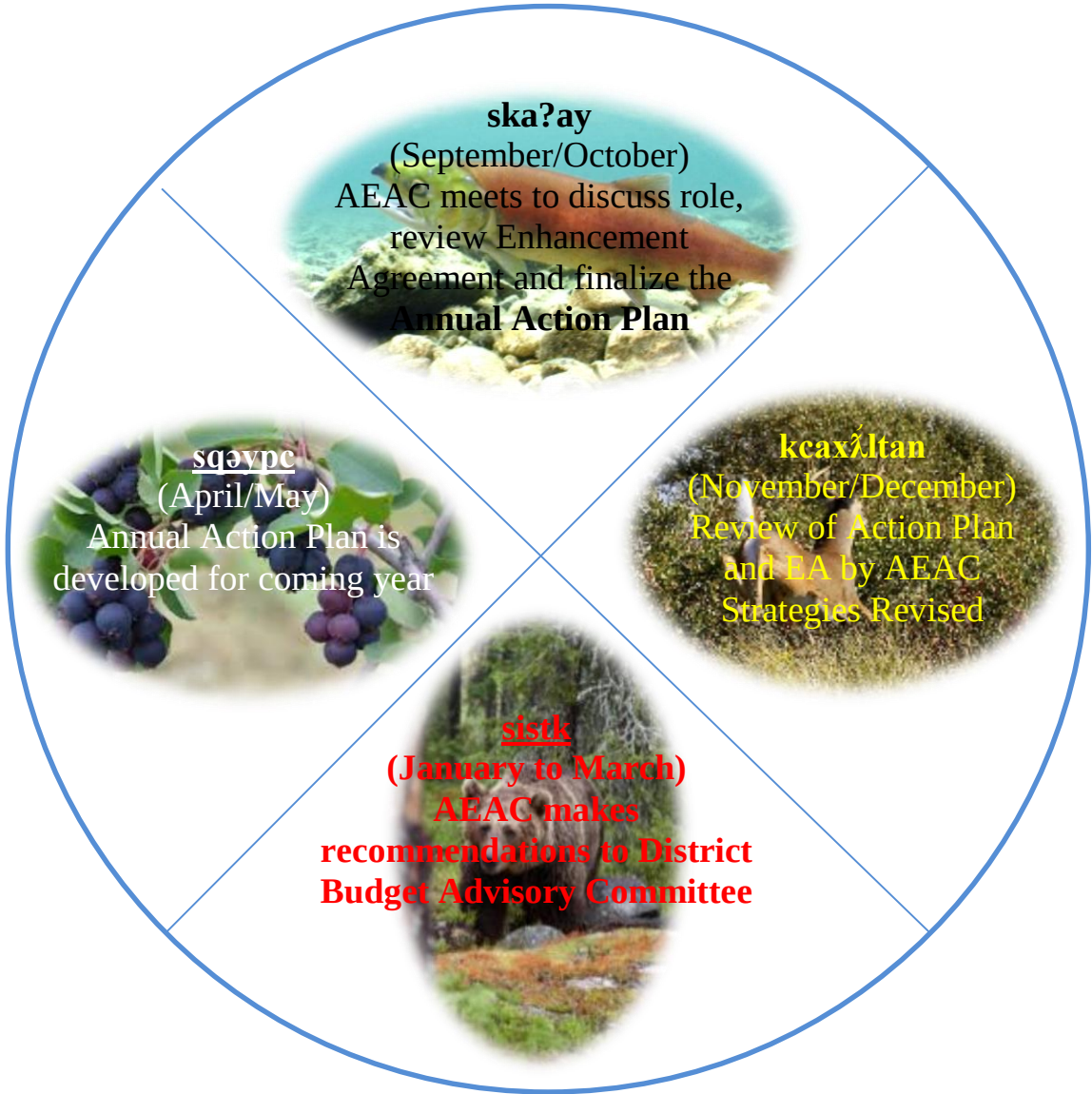
4. Guiding Principles

- The performance areas selected for improvement are those where there is assurance that the data can be:
 - used to implement effective strategies and interventions;
 - used to encourage best educational practice school district-wide;
 - tracked with integrity over time;
 - related to the goals of School District No. 53 (Okanagan Similkameen) strategic plan and to the goals of the Band Councils;
 - used to monitor the culture of school community and an impact on Aboriginal learners and parents; and
 - evaluated in an ongoing manner and reported on annually.

5. Implementation

- The agreement will be in effect from September 1, 2016 until June 30, 2021.
- The Aboriginal Education Advisory Council will meet according to the annual enhancement cycle below. Each year it will evaluate school district performance data and develop an annual action plan to focus the work of the Aboriginal Education department.
- An annual report will be prepared at the end of each year and shared with the Aboriginal and School District No. 53 communities, and the Ministry of Education.

Annual Enhancement Cycle



Note: This schematic is a guideline only and the process may change according to the needs and agreement of the Aboriginal Education Advisory Committee.

6. Performance Goals and Measures

The data for assessing the performance goals will be reported in the school district's *Annual Report on Aboriginal Students*. The annual report will be submitted to the Ministry of Education through the Aboriginal Education Learning Division.

Goal No. 1

To increase efforts to engage parents and families.

Rationale: Positive relationships with parents and families that focus on student achievement will result in improved success for students. Research has shown the positive effects of parent involvement on children, families and school when schools and parents continuously support and encourage a child's learning and development. The school system can increase efforts and methods to engage parents and families in supporting our collective efforts. Having the parents/elders/knowledge keepers in the classrooms, as resource people who share their stories and knowledge, will help students feel more included and welcomed in school.



All participants attending all three Cultural Camps were honored with a blanket upon completion



Elder Sarah Peterson demonstrating hide tanning to the teachers

Objectives:

1. To increase positive relationships with parents and families to work together for student achievement.
2. To increase opportunities to engage parents.
3. To increase awareness of opportunities for post-secondary education, career planning and goals beyond high school.

Measurable indicators:

- Tracking system (AIMS being investigated)
- ASW tracking of parent contacts
- ASW tracking cultural activities and participant numbers

Goal No. 2

To increase a sense of belonging and social emotional competencies for all Aboriginal students.

Rationale: While we have made good effort in having our schools reflect the culture and traditions of the local Aboriginal people, it is critical that we continue and increase this effort so that all students, Aboriginal and non-Aboriginal, know and understand Aboriginal culture and traditions. Research indicates that the more students feel a sense of belonging in their school, the greater the chances of regular attendance as well as the higher chances of school completion. Working for a better understanding for all (all students, all staff) of the traditional values of Aboriginal People and the recognition that these values have been passed on for generations will help Aboriginal children feel respected, proud and welcomed in our schools. This will lay the foundation for academic success.



Outgoing royalty at PowWow



Knowledge keepers presenting at Okanagan Days

Objectives:

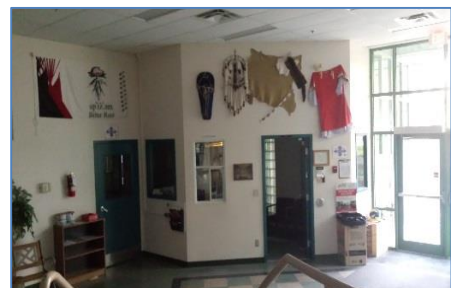
1. To share Aboriginal values and culture with understanding and respect in our schools.
2. To create climate and culture where Aboriginal students can express feelings, opinions and offer leadership in classrooms, schools, school district, and community.
3. To provide more curricular opportunities with Aboriginal perspectives and choice.

Measurable indicators:

- School Surveys
- Ministry Satisfaction Surveys
- Middle Years Development Indicators assessment
- Aboriginal art, displays, artifacts, etc., visible in schools
- Tracking the number of Aboriginal resources used in classes (books, on-line resources, speakers).



Visible culture



EPIC program

Goal No. 3

To improve the academic performance of Aboriginal students.

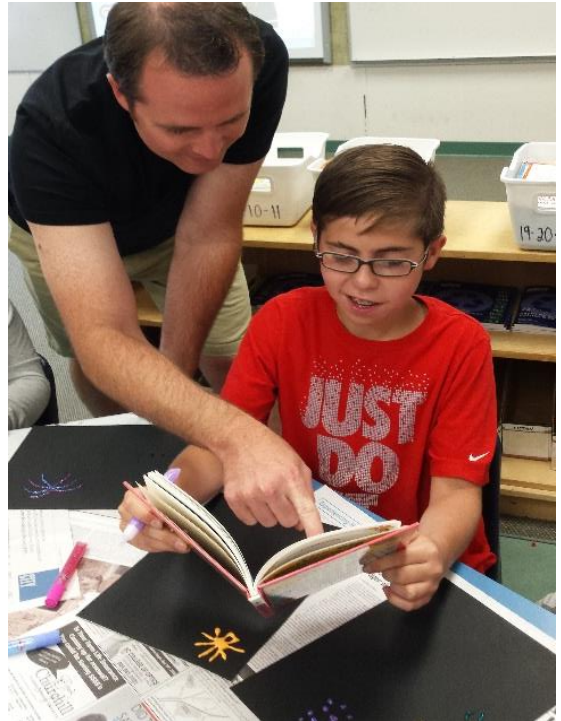
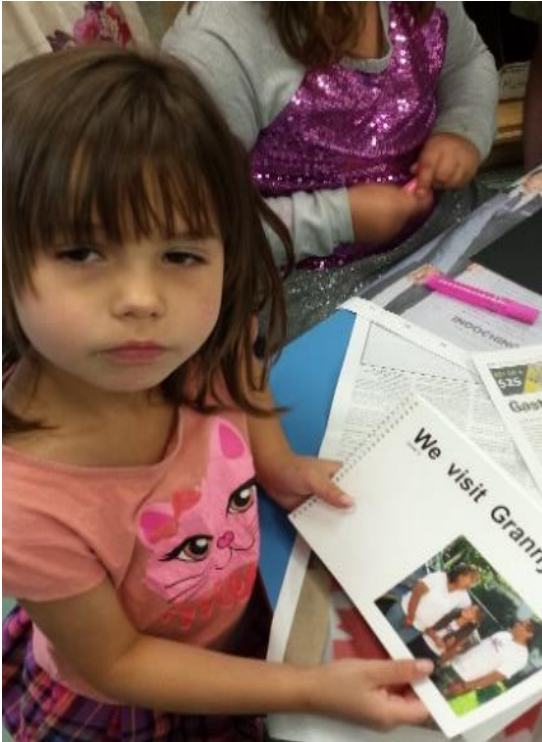
Rationale: We want all students to graduate with dignity, purpose and options. To do so, we need to provide instructional practices and structures that promote confidence and achievement in reading, writing, and numeracy. Personalized and relevant learning experiences will increase student engagement and success.

Objectives:

1. To increase kindergarten readiness and participation in pre-school programs.
2. To improve the number of students who fully meet or exceed expectations in reading, writing and numeracy

Measurable indicators:

- EDI
- Kindergarten Assessment
- PM Benchmarks
- Report card data across all grades
- Provincial Assessments



Tuc-el-Nuit Elementary School's Summer Read and Rec Program runs the month of July for eager learners.



Goal No. 4

To increase transitions and school completion rates for all Aboriginal students.

Rationale: We recognize that transition times for students such as school entry into kindergarten, from elementary to secondary school, from grade nine to the graduation years, and from secondary school into careers or post-secondary opportunities are critical times for learner success.

Objectives:

1. To inform and support students and families with information and guidance related to post-secondary opportunities, application requirements, bursaries, and planning.
2. To improve grade 10 and 11 transition rates.
3. To increase completion rates for all Aboriginal students.
4. To develop partnerships with post-secondary institutions to coordinate a mentorship program for high school students.

Goal No. 2

To increase sense of belonging and social emotional learning for all Aboriginal students.

- Provide in-service for educators in local cultures and the First Peoples’ Principles of Learning
- Review protocols with staff members
- Increased opportunities and visibility of Aboriginal culture
- Continue with FRIENDS programs
- Increase presence of Elders in schools
- Engaging Aboriginal Students Network to work with teachers to implement First Peoples Principles of Learning and Aboriginal Perspectives across grades and subject areas
- Student forums
- Identify and encourage student leadership
- Increase the showcasing of student work
- Increase the involvement and reflection of aboriginal students in assemblies
- Boys’ and Girls’ Groups
- Building resiliency and promoting a growth mindset
- Mental health support
- Guiding or navigating societal pressures
 - Drug and alcohol
 - Social media

	OKF	TEN	OES	SOSS	OSSES	OSS	CPS	SESS
Boys & Girls Club								
Elders in Classrooms								
Culture Camps Teacher participant								
Student Leadership / AEAC / Assemblies								
Aboriginal Art & Artifact Displays								
Okanagan Language & Culture								
District Cultural Gathering with Aboriginal Students								

Goal No. 3

To improve the academic performance of Aboriginal students.

- Personalized learning
- Place-based and project-based learning
- Staff reflection exercises on the First Peoples Principles of Learning
- Include ASW/Aboriginal Contact Teacher at school based meetings
- Continue to look for innovative ways to connect students to their learning
- Continue to look for innovative ways to personalize learning for students
- Incorporate Aboriginal world views and perspectives in classrooms
- Strategies of goal setting, time management, organization and study skills

	OKF	TEN	OES	SOSS	OSES	OSS	CPS	SESS
Epic Program / Gateway to the Trades								
Restorative Justice / Indian Act								
Blanket Exercise with Teachers (Aboriginal History)								
Okanagan Nation Unit								
Cultural Activities with Pre schools								

Goal No. 4

To increase transitions and school completion rates for all Aboriginal students.

- Tracking of individual students from school entry to grade eight
- Implement transition meetings with parents and students in Grades 7 & 9 to be held at band offices and close to homes
- Redesign transitional meetings from band schools to SD53 schools
- Implement a practice whereby counsellors meet with children and parents of grade 9 students to plan their graduation program for grades 10 to 12
- Forge stronger links between early learning programs and Kindergarten
- After school tutoring programs
- Independent Studies Partnerships for credit for learning done outside of school
- Hands-on Career Fairs and exploration
- Focus on the core competencies and the First Peoples Principles of Learning

	OKF	TEN	OES	SOSS	OSES	OSS	CPS	SESS
Community dinner / meeting with Support Workers & Administrators								
Career Fairs at Post Secondary Institutions								
After school support								
Transition meetings Grade 7s with High School Personnel								

Appendix 1 – Definitions

▪ Aboriginal	For the purpose of this document, this includes First Nations, Métis, Inuit, status and non-status students
▪ Formal advocate group	A formalized group, other than a Band, which operates within a community to support or advocate for Aboriginal people (e.g., Friendship Society, Métis Association, etc.)
▪ ylmixʷm	Okanagan word meaning Chief
▪ Goal	Goal statements help to focus priorities for improving student learning
▪ nsíyilxcən	Okanagan word meaning “Okanagan language”
▪ Partnership	Working together
▪ Measurements	Performance indicators or evidence used to indicate progress towards attainment of goals.
▪ Similkameen Valley	The area from Osoyoos and Twin Lakes to Hedley. It includes the Upper Similkameen Indian Band, Lower Similkameen Indian Band, and the communities of Olalla, Cawston, Keremeos and Hedley.
▪ sməlqmix	Okanagan word for Similkameen
▪ South Okanagan Valley	The area of the Okanagan Valley bounded by Okanagan Falls to the north and Osoyoos to the south. It includes the Osoyoos Indian Band, and the communities of Okanagan Falls, Oliver, and Osoyoos.
▪ sukənaqin	Okanagan word for Okanagan
▪ OKF	Okanagan Falls Elementary School
▪ TEN	Tuc-el-Nuit Elementary School
▪ OES	Oliver Elementary School
▪ SOSS	Southern Okanagan Secondary School
▪ OSES	Osoyoos Elementary School
▪ OSS	Osoyoos Secondary School
▪ CPS	Cawston Primary School
▪ SESS	Similkameen Elementary Secondary School

Appendix 2 – Election of Student Representatives

Each valley (Similkameen Schools and Southern Okanagan Schools) will elect two representatives to sit on the District Aboriginal Education Advisory Council. One of the representatives from each valley will be from grades 6–9 and one will be from grades 10-12.

The Aboriginal Support Workers/Teachers in collaboration with school administration will be responsible for the following process to elect representatives:

1. Will hold a brief informational meeting by mid-September. This meeting will be scheduled with students to:
 - a. Explain the purpose of the AEAC.
 - b. Describe the role of the student representatives and the time commitments.
 - c. Outline the criteria for student representation.
 - d. Distribute nomination ballots for student reps. Candidates must be nominated by two other Aboriginal students and must have their nomination form signed by their parent/guardian.
 - e. Set a date for the election.
2. Eligibility criteria:
 - a. Must be Aboriginal by definition
 - b. Must be nominated by two other Aboriginal students
 - c. Must be in grades 6 to 12
3. Election of Reps:
 - a. Aboriginal Support Workers/Teachers will schedule a candidates' forum to allow candidates to present their ideas to other students.
 - b. Each Aboriginal student in the grade range may cast one ballot. Ballots will be produced, distributed and collected by school Aboriginal Support Workers/Teachers on the date set for the election.
 - c. Ballots will be counted by the school Aboriginal Support Workers/Teachers.

Appendix 3: Aboriginal Support Worker facilitated gatherings

GOAL # 1

- Okanagan animals and usage (resource people) (1-2)
- Hunting and Gathering (resource people) (1-2)
- Basket Unit (resource people) (1-2)
- Family night (CPS) (1-3)

GOAL # 2

- Pow wow (rotates throughout district) (2-1)
- Speetlum digging (2-1)
- Double ball (traditional game) (2-1)
- Root feast (2-1)
- Renewal 4 Food Chief flags (2-1)
- Okanagan Song at school assemblies / Remembrance Day Ceremonies (2-1)
- Graduation Honor Songs (2-1)
- Importance of Elders (2-1)
- Season preparation unit (2-1)
- Traditional tools and foods (ice cream/bannock/berries) (2-1)
- Drumming unit (2-1)
- Models of winter homes / teepees (2-1)
- Soap carving (2-1)
- Okanagan Days (rotates throughout district) (2-2)
- Language and Culture Programs at SESS, CPS and TEN (2-2)
- Promoting artistic abilities through displaying work (2-2)
- Legend unit (2-2)
- Trades unit (2-2)

GOAL # 3

- Trip to Ochre Bluffs (grade 4s) (3-4)
- Grade 4 classes to N'kmip Desert Cultural Center (3-4)
- Salmon fry release (3-4)
- Raising /migration salmon unit (3-4)
- Earth Day activities (3-4)
- Astronomy unit (3-4)
- Aboriginal government unit (3-4)
- Aboriginal poetry (3-4)
- Pictographs unit (3-4)

GOAL # 4

- Hosting family BBQ at OIB and hosting parent meetings (4-2)
- Connecting Aboriginal families with transition programs offered by school counsellors (4-2)
- Connecting with Nqsilt Early Years Centre and school district StrongStart and preschool programs (4-3)
- Facilitating after school tutoring (4-4)
- Aboriginal support workers participation in transition meetings (4-7)
- Coordinating student participation in regional Aboriginal career fairs (4-8)
- Work within classrooms collaborating with classroom teachers to weave First Peoples Principles into curriculum (4-9)