ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT
MEMORANDUM OF UNDERSTANDING
between
Ktunaxa Nation (St. Mary’s Indian Band/Tobacco Plains Indian Band)
and the
Kootenay Region Métis President’s Council
and the
School District 5 (Southeast Kootenay)
and the
College of the Rockies
and the
Ministry of Education

Working together in harmony, trust, and mutual collaboration with respect and honour for all Aboriginal peoples (First Nations, Métis and Inuit), we will develop culturally appropriate and meaningful programs for the benefit and success of all Aboriginal learners. As partners, we jointly recognize our collective responsibility for the success of all Aboriginal learners attending public schools in School District 5 (Southeast Kootenay). We, the undersigned, agree to the terms of this Aboriginal Education Enhancement Agreement. This Agreement is in effect from May 26th, 2011 to June 30th, 2016.

Dated in Jaffray on the 26th day of May 2011.

Cheryl Casimer, Chief
St. Mary’s Indian Band

Mary Mahseelah, Chief
Tobacco Plains Indian Band

Terry Anソン, Director
Kootenay Region Métis President’s Council

Bill Gook, Superintendent of Schools
School District 5 (Southeast Kootenay)

Frank Lento, Board Chairman
School District 5 (Southeast Kootenay)

Dr. Laura Cooper, Dean of Instruction
College of the Rockies (COTR)

Ministry of Education
VISION STATEMENT

It is our vision that because of this Agreement, Aboriginal learners will further develop the ability to know themselves and take a meaningful place in our diverse society.

PURPOSE

The purpose of this Agreement is to enhance Aboriginal learner achievement and success.

PREAMBLE

It is acknowledged that the school district operates within the Territory of the Ktunaxa Nation.

This Agreement focuses on supporting the cultural, academic, social and emotional needs of all Aboriginal learners in School District 5 (Southeast Kootenay) by:

• Facilitating and increasing knowledge of, and respect for, Aboriginal cultures, languages and histories for everyone.
• Improving the academic performance and success of all Aboriginal learners.
• Supporting wellness of Aboriginal learners.

PARTNERS

This Aboriginal Education Enhancement Agreement of School District 5 (Southeast Kootenay) is acknowledged as a partnership with a shared responsibility and opportunity to sincerely support Aboriginal learner achievement and success.

The Partner groups are:

• Ktunaxa Nation (as represented by St. Mary’s and Tobacco Plains communities)
• Métis Nation (as represented by Kootenay Region President’s Council)
• School District 5 (Southeast Kootenay)
• College of the Rockies
• Ministry of Education

The partners acknowledge, respect and honour the special relationship that exists with the other Aboriginal peoples and communities residing within the Ktunaxa Territory and School District 5 (Southeast Kootenay). The partners acknowledge their responsibility to the off-reserve and urban Aboriginal community. The partners are committed to a five-year plan which is reviewed annually and appended to the School District Achievement Contract.
PARTNER COMMITMENT STATEMENTS

Ministry of Education

The Ministry of Education is committed to improving the school success of Aboriginal students through increasing the presence of Aboriginal language, culture and history in schools, increasing the voice of Aboriginal people in the public school system and increasing Aboriginal communities’ involvement and satisfaction with the public school system. As such, the Ministry is committed to the principles that guide this Enhancement Agreement and to the collaborative and inclusive way it was developed.

St. Mary’s Indian Band

School District 5 (SD5) falls within the Territory of the Ktunaxa people and within close proximity to the place referred to by the Ktunaxa asʔaq’am, also known as the St. Mary’s Indian Band.

The St. Mary’s Indian Band is committed to being an active partner in working towards ensuring the success of its own and all other Aboriginal students in this region. St. Mary’s Indian Band feels that to be a truly effective partner, we must take on a greater role in the decisions made which affect the success of our students.

Furthermore, participation in the design and implementation of the SD5 Enhancement Agreement also signifies our collective commitment to enhance Aboriginal learner achievement and success. St. Mary’s Indian Band recognizes that cultural identity, inclusion and strong foundation skills, especially in the areas of literacy and numeracy, are essential factors for the success of our students. This Enhancement Agreement provides the basis in which the partners will work collaboratively towards strengthening the success of Aboriginal students within SD5.

Kootenay Region Métis President’s Council

The Métis Nation British Columbia is committed to the principles of quality education that this Agreement has developed. It has clear goals and the tools to track the progress towards these goals.

It recognizes the importance of Métis and First Nation’s history and culture in the formation of Canada and British Columbia and the need of our students to take ownership and pride in these accomplishments.

We are honoured to have been included in the development of this Agreement.
**Tobacco Plains**

The Tobacco Plains Indian Band fully supports the Aboriginal Education Enhancement Agreement with School District 5.

With the goals of the Aboriginal Education Enhancement Agreement in mind, the Tobacco Plains Indian Band commits and strives to always meet our students’ expectations with continued educational support to help ensure the success of our students.

**School District 5 (Southeast Kootenay)**

The Board of Education of School District 5 (Southeast Kootenay) is committed to support the goals of the Aboriginal Education Enhancement Agreement. We agree that we have a collective responsibility with our Aboriginal community to ensure the success of all our Aboriginal learners.

**College of the Rockies**

The College of the Rockies is committed to providing access to quality education to all Aboriginal learners within the area of School District 5 (SD5). We recognize SD5 as a valued educational partner. Together, we will work to improve the achievement and sense of belonging of all Aboriginal learners within SD5.

**Cranbrook Fernie Teachers’ Association**

As Professional Partners in the Learning Community, the Cranbrook District Teachers’ Association extends its commitment to, and support for, the Enhancement Agreement presented by School District 5. The doctrine of this Agreement expounds the common virtues and values of all interested parties in the pursuit of academic and personal success for Aboriginal youth.
ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT
SCHOOL DISTRICT 5 (Southeast Kootenay)

Success is the confidence in having the skills and abilities to take a meaningful place in our diverse society. Success is knowing oneself, one’s gift and having a sense of belonging.

To succeed we need to know our students, they need to know themselves, and we need to engage their families in healing and learning together.

Adapted from thoughts shared by Gwen Phillips
May 2004

GUIDING PRINCIPLES

Culture

• Aboriginal learners learn about their own and other Aboriginal cultures, languages and histories.

Respect

• Aboriginal learners develop respect of self, others and community.
• It is essential that non-Aboriginal learners and teachers develop and demonstrate respect for diversity.

Belonging

• Aboriginal learners feel they are a meaningful part of, and take pride in, an educational system in which their heritage and culture are reflected, celebrated and respected.

Achievement

• Aboriginal learners know themselves and are supported in reaching their full potential, academic and otherwise.
**Collaboration**

- This Agreement is a living document and will require continued consultation, review and dialogue through formal and informal meetings.

**Commitment**

- The parties agree to implement to the fullest extent possible the recommended Actions described in Appendix A.

**Holistic Perspective**

- The philosophy of this Agreement is based on a holistic view of the Aboriginal learner.

**Celebration of Success**

- It is important to recognize the successes of all members of the Aboriginal community.
GOALS AND PERFORMANCE INDICATORS

GOAL: TO IMPROVE THE ACHIEVEMENT OF ALL ABORIGINAL LEARNERS

Objective #1: Ensure students are successful in grade to grade transitions leading to secondary school graduation with a Dogwood Certificate.

Rationale: We believe that by focusing on necessary skills and student readiness, students will be better prepared to make successful grade to grade transitions.

Performance Indicators:

• Increased number of Aboriginal students leaving school with a Dogwood Certificate
• Increased successful transition in Grades K-11

Objective #2: To improve literacy focusing on reading and writing at all levels.

Rationale: We believe that in order to achieve success for Aboriginal learners we must continue to improve literacy. We also believe that we must increase awareness of diverse learning styles and allow a variety of ways to represent learning.

Performance Indicators:

• Increased number of Aboriginal students meeting or exceeding expectations on the Grade 4 and 7 Foundation Skills Assessment (FSA)
• Increased number of Aboriginal students achieving a C or higher on either the Grade 10 English Provincial exam or Grade 10 English First Peoples Provincial exam
• Increased number of Aboriginal students in Grades 3, 6 and 9 meeting or exceeding grade level expectations for literacy based on report card marks and District wide reading and writing assessments

Objective #3: To improve numeracy at all levels.

Rationale: We believe that in order to achieve success for Aboriginal learners we must continue to improve numeracy. We also believe that we must increase awareness of diverse learning styles and allow a variety of ways to represent learning.
Performance Indicators:

- Increased number of Aboriginal students meeting or exceeding expectations on the Grade 4 and 7 FSA
- Increased number of Aboriginal students achieving a C or higher on the Grade 10 Math Provincial exams (Apprenticeship/Workplace Math and Foundations Math)
- Increased number of Aboriginal students in Grades 3, 6 and 9 meeting or exceeding grade level expectations for numeracy based on report card marks
- Increased number of Aboriginal students meeting and exceeding expectations on District wide assessments like the Vancouver Island Net for Grades 5 and 8

Objective #4: To encourage and support Aboriginal learners to pursue their future aspirations.

Rationale: We recognize that Aboriginal learners aspire to a variety of educational, career and life pathways.

Performance Indicators:

- Increased six year Dogwood completion rate for Aboriginal students
- Increased number of students involved in programs that lead to further education

GOAL: TO MAXIMIZE THE SENSE OF BELONGING FOR ALL ABORIGINAL STUDENTS WITHIN SCHOOL DISTRICT 5

Objective #1: To increase awareness and understanding of Aboriginal cultures, histories and languages amongst the School District and its communities.

Rationale: We believe that the increased awareness and understanding of Aboriginal cultures, histories and languages amongst the school district and its communities will enhance Aboriginal learners’ sense of belonging.

Performance Indicators:

- Increased number of students in Aboriginal language programs
- Increased number of students in BC First Nations Studies 12
- Increased number of students in English First Peoples (Grades 10, 11 and 12)
• Students’ sense of belonging as indicated by the student survey of all Aboriginal students in Grades 4, 8 and 11

**Objective #2:** To improve communications and relations with Aboriginal students, School District staff, Aboriginal parents/guardians and communities and the schools they attend.

**Rationale:** We believe that improved communications and relations with School District staff, Aboriginal parents and communities will reduce barriers for students.

**Performance Indicators:**

• Increased Aboriginal content in school newsletters/web page
• Increased visible signage in Aboriginal languages welcoming people to schools
• Increased participation of Aboriginal parents/guardians in Parent Advisory Councils and School Planning Councils
• Increased opportunities for Elder involvement in schools
APPENDIX A

ACTIONS

GOAL: TO IMPROVE THE ACHIEVEMENT OF ALL ABORIGINAL LEARNERS

Objective #1: Ensure students are successful in grade to grade transitions leading to secondary school graduation with a Dogwood Certificate.

Actions:

• Ensure Aboriginal students and their parents/guardians are aware of the various educational choices that are available to them in order to make decisions about their program or career planning
• Develop and promote professional development in instructional strategies to assist educators to improve the success rates of Aboriginal students
• Provide support for Aboriginal students in the development of grade to grade and graduation transition planning
• Increase access to out of school support for Aboriginal learners (e.g. out of class homework clubs, tutoring programs)
• In partnership with the District Achievement Contract, support students at key transition points (e.g. articulation visits, increased contact between feeder schools/receiving schools, combined activities with transitioning students and the receiving schools, peer support groups and informational parent meetings for those parents of students in transitional grades)
• In partnership with School District 5 initiatives, support students in improving social well being (e.g. programs that address anti-bullying, relational aggressive behaviour, Children in Care, substance abuse, sexual orientation)
• Support the district in its development of an individual student tracking system.
• Identify the areas of collaboration and accountability with other Ministries that support transition

Objective #2: To improve literacy focusing on reading and writing at all levels.

Actions:

• Increase the use of Aboriginal content books in classes and libraries and increase the use of culturally relevant writing topics
• Promote Aboriginal family attendance at StrongStart Centres
• Utilize Literacy Support Teacher in promoting Aboriginal content novels and strategies
to improve skills for Aboriginal learners
• Use assessment practices that address the learning needs of Aboriginal learners with Individualized Education Plans. These assessments should include classroom based assessments, or performance standards.
• Literacy data will be gathered, analyzed and used to help improve literacy programs
• Improve the accessibility of educational resources reflecting Aboriginal languages
• Promote and offer English First Peoples Grades 10, 11 and 12 in all district high schools
• Support professional development of all staff in understanding the complexity of learning styles
• Support Professional Learning Communities in schools
• To initiate the development of a Ktunaxa language program from K-12
• Continue to partner with the College of the Rockies to promote other language programs
• To integrate Aboriginal content in all grade level curricula including full day Kindergarten
• Track cohort data to see if students are improving

**Objective #3:** To improve numeracy at all levels.

**Actions:**

• Collaborate with Aboriginal communities on the increased use of culturally relevant content in problem solving
• Support numeracy program initiatives in all schools
• Use assessment practices that address the learning needs of Aboriginal learners with Individualized Education Plans. These assessments should include classroom based assessments or performance standards
• Numeracy data will be gathered, analyzed and used to help improve numeracy programs
• Investigate the applicability of culturally appropriate assessment tools
• Support for parents to help understand math, especially at transition points
• Support professional development of all staff in understanding the complexity of learning styles
• Support Professional Learning Communities in schools
• Track cohort data to see if students are improving

**Objective #4:** To encourage and support Aboriginal learners to pursue their future aspirations.
**Actions:**

- Increase awareness of both public and Aboriginal post secondary institutions and programs
- Increase awareness of employment opportunities
- Increase the visibility of Aboriginal community role models who are successful in achieving their goals
- Encourage family and community support for education
- Encourage career aptitude testing and increase time spent in course selection
- Provide information for external credit for Aboriginal cultural activities as outlined in the Provincial Ministry Standards

**GOAL:** TO MAXIMIZE THE SENSE OF BELONGING FOR ALL ABORIGINAL STUDENTS WITHIN SCHOOL DISTRICT 5

**Objective #1:** To increase awareness and understanding of Aboriginal cultures, histories and languages amongst the School District and its communities.

**Actions:**

- Increase the number of students involved in cultural activities in schools and communities
- Increase cultural awareness activities for School District 5 staff
- Provide professional development opportunities for all employees of the school district to participate in indigenization training and workshops
- Increase Aboriginal presence in schools (e.g. resource people, role models, Aboriginal art, languages and dance)
- Collaborate with the Ktunaxa Nation to begin the development of local history lessons with a strong Ktunaxa perspective
- Increase community initiated cultural activities
- Increase school initiated cultural activities
- Increase visible language, history and cultural representation in school/district newsletters
- Increase use of School District Aboriginal resources including Grade 4 Ktunaxa and Grade 4 Métis Teaching Kits
- Integrate Aboriginal content in all grade level curricula including full day Kindergarten
- Promote websites with Aboriginal content in classrooms
- Partner with the College of the Rockies to increase language courses available
- Every school will have a designated space or place for Aboriginal students to gather
- Recruitment of staff with Aboriginal ancestry
• Where available and accessible, integrate Aboriginal people’s cultures, languages and histories throughout the curriculum

**Objective #2:** To improve communications and relations with Aboriginal students, School District staff, Aboriginal parents/guardians and communities and the schools they attend.

**Actions:**

• Increase participation of staff and students in Aboriginal community events
• Maintain Enhancement Agreement Committee and ensure all stakeholders are aware of the Agreement
• Increase Aboriginal student participation in extra-curricular activities and encourage Aboriginal family participation in school activities
• Encourage Aboriginal students and their families to attend school functions
• Encourage the establishment of Aboriginal student clubs
• Encourage Aboriginal student participation in student councils and District Student Advisory Councils
• Increase the use of Elders in all schools
• Use District website to promote and report on activities that support the Objective
• Assist parents and students to understand rights and process concerning their student’s education
APPENDIX B

AGREEMENT REVIEW

The School District 5 (Southeast Kootenay) Aboriginal Education Enhancement Agreement Committee will consist of the following 24 seats:

- Ktunaxa (St Mary’s & Tobacco Plains) 4
- Métis 2
- Urban Aboriginal (Cranbrook & Elk Valley) 2
- School District (District Based) Education Administrator 1
- School District Teacher (Cranbrook and Elk Valley) 2
- School District AESW/CUPE Elementary 1
- School District AESW/CUPE Secondary 1
- School District Aboriginal Student (Cranbrook and Elk Valley) 4 (minimum)
- School District (School Based) Administrator Elementary 1
- School District (School Based) Administrator Secondary 1
- School Board Trustee 1
- Enhancement Agreement Facilitator 1
- College of the Rockies 1
- Elders 2

The quorum of this Committee will be 12 of the 24 seats.

Meetings are not restricted to Committee Members only. Any interested parties are welcome to attend the meetings.

When selecting student representatives, the Committee will ensure there will be a mixture of off-reserve and on-reserve Aboriginal students (minimum of 4 students).

The role of this committee is to monitor the Agreement and to ensure ongoing commitment and communication.

The Agreement Committee will hold three formal meetings annually in October, January and May to ensure continued collaboration, partnership, adherence to guiding principles and assessment of how the Agreement is working.

This Committee will also prepare, review, discuss and distribute the Annual Report. This report will consist of:
- a review of current data and progress on achieving targets,
- anecdotal reporting on programs and successes,
- recommendations.
The Partners are committed to a five-year plan which is reviewed annually and appended to the School District Achievement Contract.

**PROPOSED IMPLEMENTATION PLAN**

**Year One**

- Engage and educate the wider community on the Enhancement Agreement
- In-service staff in the District on the Enhancement Agreement
- Analyze current data and set appropriate targets
- Establish Aboriginal student database
- Develop programs and strategies to enhance students’ success and achievement
- Development of assessment tools to be used for baseline data
- Celebrate successes

**Years Two-Four**

- Assess all programs and strategies
- In-service all new staff in the District on the Enhancement Agreement
- Maintain and sustain programs that are working for student success and achievement
- Make changes to curriculum, programming and strategies as appropriate and recommended
- Continue to develop and enhance programs and strategies to improve student success and achievement
- Monitor new results through performance indicators
- Celebrate successes

**Year Five**

- Evaluation
- Identify and make recommendations to continue successful programs
- Identify major growth areas
- Identify current needs and challenges, make changes where needed
- Development of a new Enhancement Agreement
- Celebrate successes
APPENDIX C

TARGETS

GOAL: TO IMPROVE THE ACHIEVEMENT OF ALL ABORIGINAL LEARNERS

Objective #1: Ensure students are successful in grade to grade transitions leading to secondary school graduation with a Dogwood Certificate.

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Monitoring Progress &amp; Results</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased number of Aboriginal students leaving school with a Dogwood Certificate</td>
<td>Ministry of Education data: Dogwood Graduation rate Collect SD5 data on the # of students who are on the School Completion Certificate Program (Evergreen)</td>
<td>5% per year Baseline data will be collected with targets set in the second year.</td>
</tr>
<tr>
<td>Increased successful transition in Grades K – 11</td>
<td>Anecdotal Collect School Data (K-11) Use existing Aboriginal Education Support Worker data collection</td>
<td>Baseline data will be collected with targets set in the second year.</td>
</tr>
</tbody>
</table>

Objective #2: To improve literacy focusing on reading and writing at all levels.

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<td>FSA results</td>
<td>5% per year</td>
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<td>Increased number of Aboriginal students achieving a C or higher on either the Grade 10 English Provincial exam or Grade 10 English First Peoples Provincial exam</td>
<td>Ministry of Education data: Provincial Exam results</td>
<td>5% per year</td>
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<tr>
<td>Increased number of Aboriginal students in Grades 3, 6 &amp; 9 meeting or exceeding grade level expectations for literacy based on report card marks and District wide reading and writing assessments.</td>
<td>Data collected by SD5</td>
<td>Baseline data will be collected with targets set in the second year.</td>
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**Objective #3:** To improve numeracy at all levels.

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<td>Increased number of Aboriginal students in Grades 3, 6 and 9 meeting or exceeding grade level expectations for numeracy based on report card marks</td>
<td>Data collected by SD5</td>
<td>Baseline data will be collected with targets set in the second year.</td>
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<td>Increased number of Aboriginal students meeting and exceeding expectations on District wide assessments like the Vancouver Island Net for Grades 5 and 8 or other assessments implemented District wide</td>
<td>Data collected by SD5</td>
<td>Baseline data will be collected with targets set in the second year.</td>
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**Objective #4:** To encourage and support Aboriginal learners to pursue their future aspirations.

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<td>Increased six year completion rate for Aboriginal students</td>
<td>Ministry of Education data:</td>
<td>5% per year</td>
</tr>
<tr>
<td></td>
<td>Six Year Completion rate</td>
<td></td>
</tr>
<tr>
<td>Increased number of students involved in programs that lead to further education</td>
<td>Data collected at the school level on enrollment in courses (e.g. ACE IT, Ktunaxa 101/102, welding, carpentry, theatre arts, music)</td>
<td>Baseline data will be collected with targets set in the second year.</td>
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### GOAL: TO MAXIMIZE THE SENSE OF BELONGING FOR ALL ABORIGINAL STUDENTS WITHIN SCHOOL DISTRICT 5

**Objective #1:** To increase awareness and understanding of Aboriginal cultures, histories and languages amongst the School District and its communities.

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<td>Increased number of students in Aboriginal language programs</td>
<td>Data collected at the school level: Ktunaxa 101/102 (COTR) School based language programs</td>
<td>Baseline data will be collected with targets set in the second year.</td>
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<td>Increased number of students in BC First Nations Studies 12</td>
<td>Data collected at the school level</td>
<td>5% per year</td>
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<td>Increased number of students in English First Peoples (Grades 10, 11 and 12)</td>
<td>Data collected at the school level</td>
<td>Baseline data will be collected with targets set in the second year.</td>
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<tr>
<td>Student survey of all Aboriginal students in Grades 4, 8 and 11</td>
<td>Annual Student survey data Existing survey to be revised for spring 2011</td>
<td>Baseline data will be collected with targets set in the second year.</td>
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**Objective #2:** To improve communications and relations with Aboriginal students, School District staff, Aboriginal parents/guardians and communities and the schools they attend.

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APPENDIX D

ACKNOWLEDGEMENTS (Second Enhancement Agreement)

Thank you to all students, parents, School District staff and community members who made this Enhancement Agreement a reality.

Krystal Anderson  Student, Mount Baker Secondary School
Pauline Andrew  Education Liaison Worker, St. Mary’s Indian Band
Terry Anonson  Director, Kootenay Region Métis President’s Council
Trina Ayling  Trustee, SD5
John Barnes  Aboriginal Education Support Worker, SD5
Debbie Blais  Teacher, Jaffray Elem. Jr. Secondary School, SD5
Ted Cadwallader  Aboriginal Education Branch, Ministry of Education
Adrian Cardinal  Student, Mount Baker Secondary School
Patrick Cardinal  Councilor, St. Mary’s Indian Band Chief and Council
Michelle Chechotko  Teacher, F. J. Mitchell Elementary School, SD5
Dr. Laura Cooper  Dean of Instruction, College of the Rockies
Marguerite Cooper  Elder in Residence, Mount Baker Secondary School
Alison Dawson  Teacher on Call, SD5
Lois Elia  Aboriginal Education Support Worker, SD5
Mary Elliott  Aboriginal Education Support Worker, SD5
Alison Farkvam  Aboriginal Education Support Worker, SD5
Wendy Favel  President, Cranbrook Métis/Parent
Jane Fraser  Teacher, Isabella Dicken Elementary School, SD5
Ray Kitt  Vice Principal, Parkland Middle School, SD5
Natasha Gamache  Aboriginal Education Support Worker, SD5
Bill Gook  Superintendent of Schools, SD#5
Leanna Gravelle  Education Coordinator/Social Education, Tobacco Plains Indian Band
Connor Hilton  Student, Elkford Secondary School
Zachary Huisman  Student, Elkford Secondary School
Ronalie James  Aboriginal Education Support Worker, SD5
Victor Jim  Aboriginal Education Branch, Ministry of Education
Johanna Kinsman  Aboriginal Education Support Worker, SD5
Gerry Legare  Past Director, Kootenay Region Métis President’s Council
Paetonn MacPherson  Student, Mount Baker Secondary School
Mary Mahseelah  Chief, Tobacco Plains Indian Band
Brady Maracle  Student, Mount Baker Secondary School
Brenda Maudie  District Principal, Special Education/Aboriginal Education, SD5
Janice McElwee  Executive Assistant (recording), SD5
Roy McLean  Retired Superintendent, SD5
Debbie McPhee  Aboriginal Education Support Worker, SD5
Doug McPhee  Acting District Principal of Aboriginal Education, SD5
Maryann Miller  Teacher, Steeples Elementary School, SD#5
Dan Noble  Teacher, Fernie Secondary School, SD5
Joan O’Neil  Elder in Residence, Mount Baker Secondary School
Rosemary Phillips  Education Liaison, St. Mary’s Indian Band
Joe Pierre  Aboriginal Education Enhancement Agreement Facilitator, SD5
Keith Regular  Principal, Elkford Secondary School, SD5
Amanda Roan  Education Liaison, St. Mary’s Indian Band
Betty Robb  Aboriginal Education Support Worker, SD5
Bonnie Scott  Aboriginal Education Support Worker, SD5
Troy Sebastian  Board of Education, St. Mary’s Indian Band
Jean Seltzer  President, Elk Valley Métis/Parent
Shae-Lynn Shepherd  Student, Fernie Secondary School
Karen Smith  Director of Education, St. Mary’s Indian Band
David Standing  Principal, Gordon Terrace Elementary School, SD5
Mystis Stanvick  Student, Fernie Secondary School
Jessica Teeple  Student, Fernie Secondary School
Sharon Trefry  Aboriginal Education Support Worker, SD5
Colleen Trozzo  Aboriginal Education Support Worker, SD5
Kristin Whitehead  Student, Mount Baker Secondary School

ACKNOWLEDGEMENTS *(original Enhancement Agreement)*

A special thank you to the following people who made valuable contributions to the first Enhancement Agreement:

Sandra Beaver  Parent, Dene Nation
Mary Elliott  Aboriginal Education Support Worker (AESW), SD5
Alison Farkvam  Aboriginal Education Support Worker (AESW), SD5
Bill Gook  Assistant Superintendent, SD5
Linda Gravelle  Education Coordinator, Tobacco Plains Indian Band
Cindy Hoffman  Parent, Kootenay Region President’s Council
Barb Hughes  Education Coordinator, St. Mary’s Indian Band
Ray Kitt  Vice Principal, SD5
Charlene Lambert  Metis Student, Kootenay Region President’s Council
Maryann Miller  Teacher, SD5
Gwen Phillips  Consultant, St. Mary’s Indian Band
Joe Pierre  Director of Education, St. Mary’s Indian Band
Marlin Ratch  Executive Assistant, Kootenay Region President’s Council
Keith Regular  Teacher, SD5
Roberta Rodgers  Trustee, SD5
Colleen Trozzo  Aboriginal Education Support Worker (AESW), SD5
Angela Wolftail  Parent, Blackfoot Confederacy
Kayla Wolftail  Student, Blackfoot Confederacy
Sandy Zeznik  Principal, SD5