

*Territory of the
Ktunaxa Nation*

**ABORIGINAL
EDUCATION
ENHANCEMENT
AGREEMENT**

Yellowhead Mtn.

Kunanuqhi'it
Kootenay Plains

Ktunwakanmituk mi'caqas
Revelstoke

?akisqnuq
Columbia Lake I.R.

Kyaknuqhi'it
Invermere

Kakaminnuqhi'it
Eldon

Kukama'n
St. Mary's

?aqam

Kaqawakanmituk

?akwum
Leithbridge

Yaqa nu'kiy
Creston

Kunama'n
Creston

?akinkum'asnuqhi'it
Tobacco Plains I.R.

Chahana'ama'kis
Browning

Bonners Ferry Reservation

Kamanquk
Sandpoint

Kqaya qawa'ku'n
Kalispell

Spuqin
Spokane

Kupawieqnuq
Elmo Reservation

Tuhana
Missoula

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

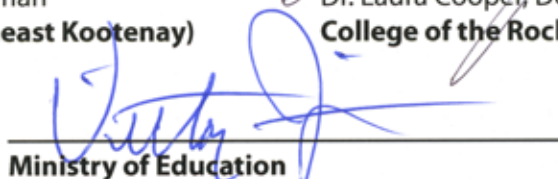

Mary Mahseelah, Chief
Tobacco Plains Indian Band


Terry Anonson, 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 as ʔaq'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

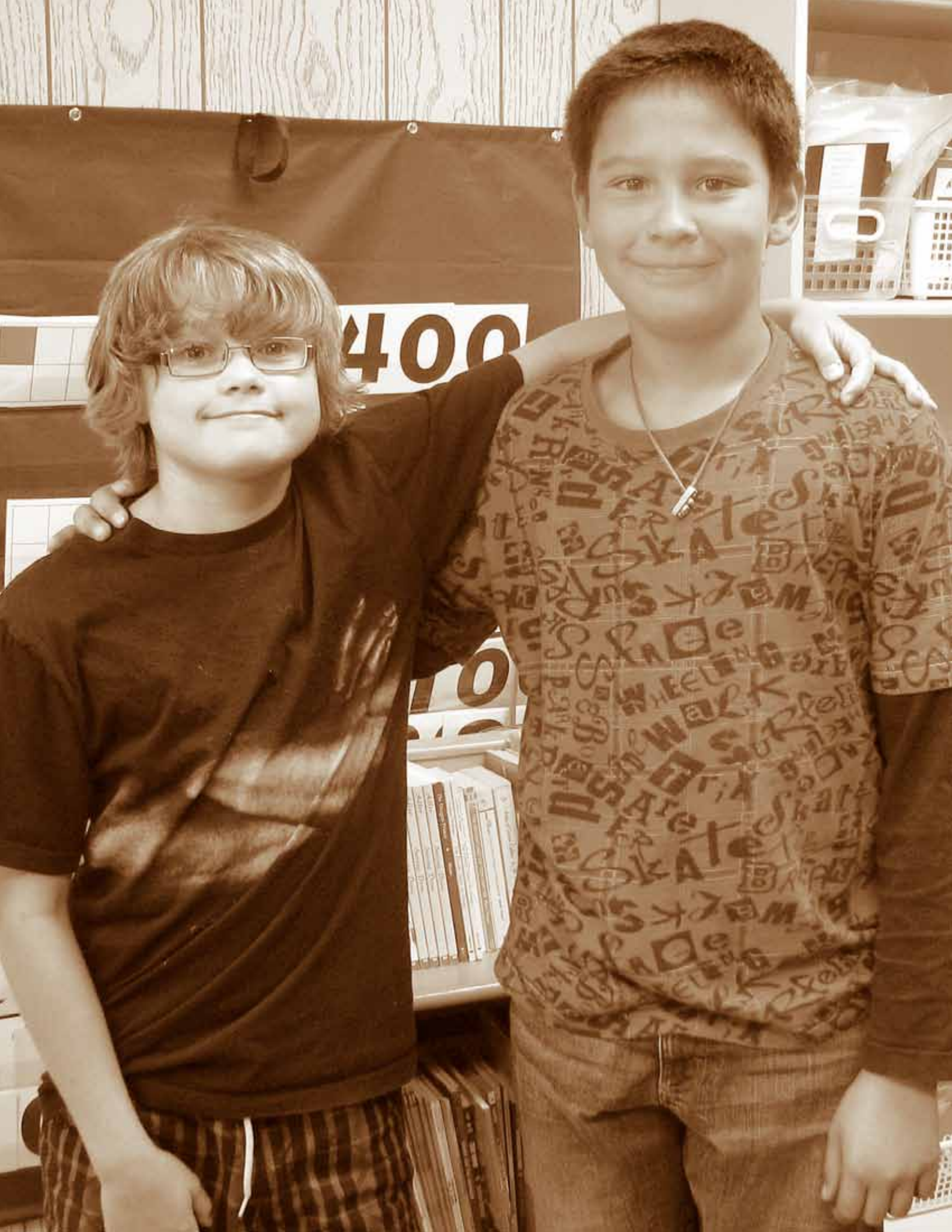
- Engage and educate the wider community on the Enhancement Agreement
- In-service staff in the District on the Enhancement Agreement
- Analyze current data and set appropriate targets
- Establish Aboriginal student database
- Develop programs and strategies to enhance students' success and achievement
- 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.

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

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

Performance Indicator	Monitoring Progress & Results	Targets
Increased number of Aboriginal students meeting or exceeding expectations on the Grade 4 and 7 FSA	FSA results	5% per year
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	Ministry of Education data: Provincial Exam results	5% per year
Increased number of Aboriginal students in Grades 3, 6 & 9 meeting or exceeding grade level expectations for literacy based on report card marks and District wide reading and writing assessments.	Data collected by SD5	Baseline data will be collected with targets set in the second year.

Objective #3: To improve numeracy at all levels.

Performance Indicator	Monitoring Progress & Results	Targets
Increased number of Aboriginal students meeting or exceeding expectations on the Grade 4 and 7 FSA	FSA results	5% per year
Increased number of Aboriginal students achieving a C or higher on the Grade 10 Math Provincial exams (Apprenticeship/ Workplace Math and Foundations Math)	Ministry of Education data: Provincial Exam results	5% per year
Increased number of Aboriginal students in Grades 3, 6 and 9 meeting or exceeding grade level expectations for numeracy based on report card marks	Data collected by SD5	Baseline data will be collected with targets set in the second year.
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	Data collected by SD5	Baseline data will be collected with targets set in the second year.

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

Performance Indicator	Monitoring Progress & Results	Targets
Increased six year completion rate for Aboriginal students	Ministry of Education data: Six Year Completion rate	5% per year
Increased number of students involved in programs that lead to further education	Data collected at the school level on enrollment in courses (e.g. ACE IT, Ktunaxa 101/102, welding, carpentry, theatre arts, music)	Baseline data will be collected with targets set in the second year.

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.

Performance Indicator	Monitoring Progress & Results	Targets
Increased number of students in Aboriginal language programs	Data collected at the school level: Ktunaxa 101/102 (COTR) School based language programs	Baseline data will be collected with targets set in the second year.
Increased number of students in BC First Nations Studies 12	Data collected at the school level	5% per year
Increased number of students in English First Peoples (Grades 10, 11 and 12)	Data collected at the school level	Baseline data will be collected with targets set in the second year.
Student survey of all Aboriginal students in Grades 4, 8 and 11	Annual Student survey data Existing survey to be revised for spring 2011	Baseline data will be collected with targets set in the second year.

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

Performance Indicator	Monitoring Progress & Results	Targets
Increased Aboriginal content in school newsletters/web page	Data collected at the school level	Baseline data will be collected with targets set in the second year.
Increased visible signage in Aboriginal languages welcoming people to schools	Data collected at the school level	Baseline data will be collected with targets set in the second year.
Increased number of students in English First Peoples (Grades 10, 11 and 12)	Data collected at the school level	Baseline data will be collected with targets set in the second year.
Student survey of all Aboriginal students in Grades 4, 8 and 11	Data collected at the school level	Baseline data will be collected with targets set in the second year.



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





St. Mary's & Tobacco Plains



Kootenay Region Métis
Association



SCHOOL DISTRICT 5
SOUTHEAST KOOTENAY



BRITISH
COLUMBIA

The Best Place on Earth

Ministry of Education