

School District No. 23 (Central Okanagan) Aboriginal Education Enhancement Agreement

“Our goal is to provide authentic experiences that build emotional, spiritual, intellectual, and physical strengths, enabling all Aboriginal students to thrive.”



“Together, we empower Aboriginal students of all Nations.”

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7 Generations Statue/Residential School Survivors Monument

The 7 Generations Statue/Residential School Survivor monument, pictured on the cover page, 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.

ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT

The Aboriginal Education Council and School District No. 23 (Central Okanagan) 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 all our Elders and the wisdom of their Aboriginal culture.

OUR SECOND ABORIGINAL ENHANCEMENT AGREEMENT IS BETWEEN

School District No. 23 (Central Okanagan)

AND

Westbank First Nation (WFN), the Okanagan Indian Band, Okanagan Nation Alliance, Ki-Low-Na Friendship Society, Lake Country Native Association, Kelowna Métis Association, Aboriginal Parent and Family Education Council

AND

The Ministry of Education in the Province of British Columbia



We would like to acknowledge the many community members who contributed to the development of this Agreement during the meetings held in 2011 - 2013; and, the work of the following members of the Enhancement Agreement Development Team.

Terry Beaudry, Assistant Superintendent

Ann Bell, Lake Country Native

Association

Deb Butler, Board of Education Trustee

Karen Chase, Cultural Facilitator

Denise Clough, Education Coordinator, WFN

James Coble, Okanagan Nation Alliance

Joanne De Guevara, District Principal

Aboriginal Education

Delphine Derickson, Elder, WFN

Simone Gauthier, Aboriginal Advocate

Lorrie Hogaboam, Councillor, WFN

Kevin Kaiser, Aboriginal Education

Resource Teacher/Consultant (K-12)

Lisa Middleton, Aboriginal Advocate

Alida Privett, Principal

Val Richards, Kelowna Metis

Association

Gail Smith, Aboriginal Transitions Planner

Edna Terbasket, Ki-Low-Na

Friendship Society

Adrienne Vedan, UBCO

Colin Vondohren, Technician

Jeanette White, Teacher Tutor

Troy White, Principal

INTRODUCTION

This Enhancement Agreement will build on the success of Aboriginal students who self-identify as First Nations, Métis and Inuit.

We are a diverse learning community with a student population of 21,353, making us the fifth largest district in British Columbia. Nearly 10% (2,289) of these students are of Aboriginal ancestry.

As for the student body as a whole, increasing the grade 12 success rate for our Aboriginal students is a vital part of our core mission. Our ultimate goal is for Aboriginal student results to match those of non-Aboriginal students. The District is committed to increasing the success rate for Aboriginal students in the coming years. Ministry of Education data is available to track the Aboriginal Six-year Completion Rate to determine the increase in the number of Aboriginal students successfully graduating with a Dogwood certificate, and ready to enter post-secondary, training programs or employment.

We track the achievement of our Aboriginal students:



Grand Entrance at the 2013 Graduation ceremony

Central Okanagan School District Six-Year Completion Rate

Year	Cohort	Central Okanagan	Provincial
2005/06	Aboriginal	53.0%	48.0%
	Non-Aboriginal	N/A	N/A
	All Students	78.0%	N/A
2006/07	Aboriginal	59.5%	48.0%
	Non-Aboriginal	N/A	N/A
	All students	81.0%	N/A
2007/08	Aboriginal	59.8%	46.9%
	Non-Aboriginal	84.0%	82.0%
	All Students	82.2%	78.8%
2008/09	Aboriginal	55.3%	48.8%
	Non-Aboriginal	85.0%	82.0%
	All Students	82.9%	79.2%
2009/10	Aboriginal	60.0%	50.4%
	Non-Aboriginal	88.0%	82.0%
	All Students	84.7%	79.7%
2010/11	Aboriginal	61.0%	53.7%
	Non-Aboriginal	89.0%	83.0%
	All Students	86.2%	81.0%
2011/12	Aboriginal	68.9%	56.4%
	Non-Aboriginal	89.0%	84.0%
	All Students	86.5%	81.8%

N/A = Data Not available at the time

What are Aboriginal Enhancement Agreements?

ENHANCEMENT AGREEMENTS ARE five-year agreements designed to enhance the education of Aboriginal learners providing opportunities that promote academic success, positive self-esteem and pride in ancestry. The second Enhancement Agreement was developed over a two-year period through efforts of an Enhancement Agreement Development Team. This team consisted of representation from the Elders, Board of Education, Aboriginal Education Council, school district administrators, advocates, teachers, parents, University of British Columbia Okanagan, and Okanagan College.

OUR ENHANCEMENT AGREEMENT IS BUILT ON INPUT FROM...

- 4 community forums
- 5 focus meetings with staff and members of the Aboriginal communities
- student surveys (600 responses)
- parent surveys (400 responses)

OUR COMMUNITY INPUT TELLS US...

- more students are feeling connected to school, with increased emotional support
- more students are self-identifying and demonstrating pride in their ancestry
- students are receiving more one-on-one Advocate time with increased staffing
- more students are choosing to attend Cultural Gatherings
- students are interested in learning Okanagan language
- the Aboriginal Program is providing more authentic, relevant resources across grade levels, including cultural activities, field trips, and presenters
- schools are providing more opportunities for parent participation and involvement
- there is more access to healthy eating choices (breakfast and lunch programs) and physical activity

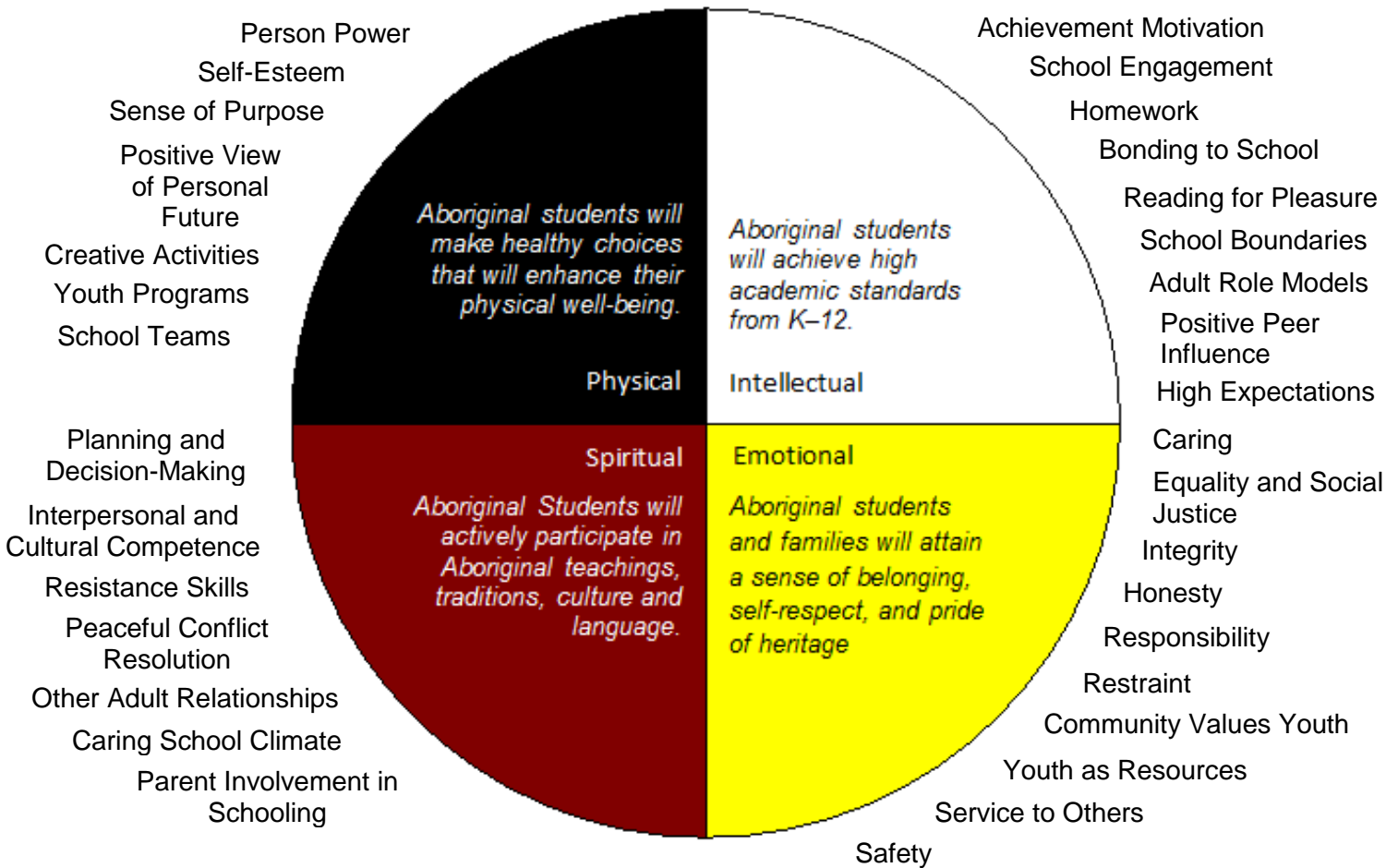
OUR DISTRICT DATA ALSO TELLS US...

- our graduation rate continues to improve (42% in 2001 to 68.9% in 2012)
- more Aboriginal students are meeting with success in the primary grades (83% in 2009 to 86% in 2012)
- transition rates between grades 6-7 and grades 9-10 is increasing
- increased number of K-9 students are meeting/exceeding expectations in reading, writing, and numeracy
- academic support (tutors in secondary schools, homework clubs) is ensuring more students are engaged and successful with their schoolwork
- there is higher student enrolment in Aboriginal-focused courses (English First Peoples, BCFNS 12 and Aboriginal Leadership)

The input tells us more needs to be done and the second Enhancement Agreement reflects this need in the indicators and targets as they fit within the Medicine Wheel.

Goals of Our Enhancement Agreement

After extensive dialogue with our communities, the goals will continue to reflect the teachings of the Medicine Wheel and will also support the 40 Developmental Assets®.



WHAT ARE DEVELOPMENTAL ASSETS?

The Developmental Assets® are 40 common sense, positive experiences and qualities that help influence choices young people make and to help them become caring, responsible, successful adults. These align with the Medicine Wheel in that they identify balance within the whole child. Of the 40 Assets, research tells us that the school environment can provide 23. This Aboriginal Education Program is able to extend these 23 Assets to 27 due to the continued support both in and out of school to students and their families.

School District No. 23 (Central Okanagan) Enhancement Agreement

Performance Goals and Performance Results

To assess **ALL** goals, indicators and targets in this Agreement, baseline data will be collected, measured and reported annually. The data will be reviewed annually by the Aboriginal Education Council, in the sqipc (spring season).

A Student Satisfaction Survey along with the Developmental Assets Profile will be administered to all grade 3-12 Aboriginal students at the onset of the Enhancement Agreement, and every two years thereafter. These results will be analyzed on an individual and cohort grouping basis to determine the number of Assets our Aboriginal students are able to demonstrate.

Our intent will be to demonstrate continuous improvement in each target area annually. We will track our improvement using three year trend lines. **Our actions will be reviewed and may be revised annually to ensure that they continue to support Aboriginal student success.**
(See Appendix A)

Goals and Indicators

Emotional Goal



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

RATIONALE

Our community input tells us that Aboriginal students and families need to feel connected in order to thrive in the school environment. By incorporating the Developmental Assets, through cultural teachings, we believe Aboriginal students and families will gain greater sense of self-worth and increased sense of pride in their culture.



*Insnardy Family at the 2013
Aboriginal Graduation*



STUDENT PERFORMANCE INDICATORS AND TARGETS

1. INDICATOR

Improved attendance rates and decreased tardiness rates for Aboriginal students.

TARGET

Attendance/Punctuality Target: 95% (K-12).

2. INDICATOR

Continuous improvement in reducing suspensions for Aboriginal students.

TARGET

95% of Aboriginal students will maintain a suspension-free school record.

3. INDICATOR

Increased number of Aboriginal students receiving recognition in areas such as academics, athletics, citizenship, leadership, and fine arts.

TARGET

Baseline targets will be developed in 2013/2014 and incremental improvements will be tracked over five years.

4. INDICATOR

Increased number of Aboriginal students and families receiving support for health and well-being.

TARGET

Data will be collected to determine participation in support services within the school and with outside agencies by students and families. A parent satisfaction survey will be included.

5. INDICATOR

Increased parental and family involvement and participation in school and District initiatives.

TARGET

Data will be collected to determine student and family participation in District initiatives.

DEVELOPMENTAL ASSETS

For the **EMOTIONAL GOAL**, we are committed to fostering the student's growth in attaining the following internal and external Developmental Assets.

Internal

- **Caring** - Young person places high value on helping other people
- **Equality and Social Justice** - Young person places high value on promoting equality in the community while helping others
- **Integrity** - Young person acts on convictions and stands up for her or his beliefs
- **Honesty** - Young person tells the truth even when it is not easy
- **Responsibility** - Young person accepts and takes personal responsibility
- **Restraint** - Young person believes it is important not to be sexually active or to use alcohol or other drugs

External

- **Community Values Youth** - Young person perceives that adults in the community value youth
- **Youth as Resources** - Young people are given a useful role in the community
- **Service to Others** - Young person volunteers in the community one hour or more per week
- **Safety** - Young person feels safe at home, school, and in the neighbourhood



*Warming up the drums at the 2013
Aboriginal Graduation Retreat*

School District No. 23 (Central Okanagan) Enhancement Agreement

Goals and Indicators

Spiritual Goal



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

RATIONALE

We believe the teachings of Aboriginal traditions, culture and language is critical to ensuring that these values will be passed on to future generations of Aboriginal people.



Aboriginal grads displaying their newly made drums

STUDENT PERFORMANCE INDICATORS AND TARGETS

1. INDICATOR

Increased participation and success of Aboriginal students in the Okanagan Language program (nsyilxcən) in elementary, middle, and secondary schools.

TARGET

Data will be collected to determine the number of Aboriginal students enrolled or exposed to sustainable language classes (nsyilxcən) from grades K-12.

2. INDICATOR

Increased number of Aboriginal students participating in school-based and District cultural activities (K-12).

TARGET

Data will be collected to determine the number of Aboriginal students involved in school-based/ District activities.

3. INDICATOR

Increased number of Aboriginal students successfully completing the following courses:

- B.C. First Nations Studies 12
- English First Peoples (grades 10-12)
- Aboriginal Leadership
- First Nations Art
- R' Native Voice

TARGET

Data will be collected to determine the number of Aboriginal students enrolled and successfully completing Aboriginal specific course work.

4. INDICATOR

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

TARGET

Data will be collected to determine the number of Aboriginal students credited for involvement in Aboriginal cultural activities. A standardized system will be developed to grant school credit for participation in Aboriginal cultural activities.

5. INDICATOR

Increased number of Aboriginal students engaged in meaningful contact and building quality relationships with Elders.

TARGET

Data will be collected to determine the number of Aboriginal students participating in Elder in Program initiatives.

6. INDICATOR

Increased number of classroom teachers using authentic, culturally relevant lessons across subject areas at all grade levels.

TARGET

Data will be collected to determine the number of classes throughout the District utilizing culturally relevant lessons and curriculum developed and/or approved by the Aboriginal Education Program.

DEVELOPMENTAL ASSETS

For the **SPIRITUAL GOAL**, we are committed to fostering the student's growth in attaining the following internal and external Developmental Assets.

Internal

- **Planning and Decision Making** - Young person knows how to plan ahead and make choices
- **Interpersonal/Cultural Competence** - Young person has empathy, sensitivity, and friendship skills
- **Resistance Skills** - Young person can resist negative peer pressure and dangerous situations
- **Peaceful Conflict Resolution** - Young person seeks to resolve conflict non-violently



Grade 7 stick game winners - 2013

External

- **Other Adult Relationships** - Young person receives support from three or more nonparent adults
- **Caring School Climate** - School provides a caring and encouraging environment
- **Parent Involvement in Schooling** - Parent(s) are actively involved in helping the child succeed in school

School District No. 23 (Central Okanagan) Enhancement Agreement

Goals and Indicators

PHYSICAL GOAL [REDACTED]

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

RATIONALE

We believe students who make healthy choices and live healthy lifestyles can participate more fully in their learning.

STUDENT PERFORMANCE INDICATORS AND TARGETS

1. INDICATOR

Increased student participation in organized team and individual sports in and out of school.

TARGET

Data will be collected to determine the number of Aboriginal student's participation in organized team and individual sports in and out of school.

2. INDICATOR

Increased student participation in active living.

TARGET

Data will be collected to determine the number of Aboriginal students involved in organized clubs, programs, and activities (e.g., outdoor cultural field trips).

3. INDICATOR

Increased student participation in programming on the harmful effects of smoking, alcohol and drug misuse.

TARGET

Data will be collected to determine the number of Aboriginal students participating in smoking, alcohol and drug awareness programs.



Dancer at Okanagan College Powwow

4. INDICATOR

Increased number of students accessing breakfast, lunch, and snack programs to ensure proper nutrition.

TARGET

Data will be collected to determine the number of Aboriginal students accessing breakfast, lunch, and snack programs.

DEVELOPMENTAL ASSETS

For the **PHYSICAL GOAL**, we are committed to fostering the student's growth in attaining the following internal and external Developmental Assets.

Internal

- **Person Power** - Young person feels he or she has control over things that happen to me
- **Self-Esteem** - Young person reports having a high self-esteem
- **Sense of Purpose** - Young person reports that my life has a purpose
- **Positive View of Personal Future** - Young person is optimistic about her or his personal future



MBSS students promoting Drumathon 2013

External

- **Creative Activities** - Young person spends three or more hours per week in lessons or practice cultural activities
- **Youth Programs** - Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations

School District No. 23 (Central Okanagan) Enhancement Agreement

Goals and Indicators

INTELLECTUAL GOAL

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

RATIONALE

We believe students meeting and/or exceeding grade level expectations in reading, writing, and numeracy will graduate with a Dogwood and be fully prepared for post-secondary education.



*Advocate, Shannon Beaudry,
with a science fair student*

STUDENT PERFORMANCE INDICATORS AND TARGETS

1. INDICATOR

Increased transition rates from K-12.

TARGET

2019 transition rate: 90% at each grade level.

2. INDICATOR

Increased percentage of K-9 students fully meeting/exceeding expectations in reading, writing and numeracy.

TARGET

2019 K-6 reading, writing, numeracy results 95% at each grade level.

2019 grades 7-9 reading, writing, numeracy results 90% at each grade level.

3. INDICATOR

Increased graduation rate with Dogwood completion with qualifications for post-secondary entrance requirements.

TARGET

2010/2011 Dogwood Graduation Rate: 68.9%.

2018/2019 Dogwood Graduation Target: 90.0%.

4. INDICATOR

Increase percentage of primary students who meet or exceed expectations for reading/writing/oral/auditory literacies.

TARGET

2019 at greater than 90%.



DEVELOPMENTAL ASSETS

For the **INTELLECTUAL GOAL**, we are committed to fostering the student's growth in attaining the following internal and external Developmental Assets.

Internal

- **Achievement Motivation** - Young person is motivated to do well in school
- **School Engagement** - Young person is actively engaged in learning
- **Homework** - Young person reports doing at least one hour of homework every school day
- **Bonding to School** - Young person cares about her or his school
- **Reading for Pleasure** - Young person reads for pleasure three or more hours per week

External

- **School Boundaries** - Family has clear rules and consequences and monitors the young person's whereabouts
- **Adult Role Models** - Adults model positive, and responsible behaviour
- **Positive Peer Influence** - Young person's best friends model responsible behaviour
- **High Expectations** - Both parent(s) and teachers encourage the young person to do well

Implementation

This Enhancement Agreement will be in effect from January 2014 – June 2019.

The District's Aboriginal Education Council (AEC) will meet to review the Enhancement Agreement according to the traditional cycle of the seasons. Gatherings will be held to receive input from the communities. Each year, the AEC will review the District Performance Data, the Enhancement Agreement and the District's Aboriginal Education Programs to provide recommendations for future program enhancements and budget expenditures. The AEC is committed to working closely with District staff to prepare the Aboriginal Education Program Annual Report and the Annual Action Plan.

AEC makes recommendations for program enhancements and budget expenditures for next school year.

s²istk₁
(winter)

Meet with Enhancement Agreement Development Team to review the implementation of the Enhancement Agreement.

sk¹?ay
(fall)

Community Gatherings/Parent meetings will be held to gather input on an ongoing basis.

sqipc
(spring)

sc²aq^o
(summer)

AEC meets to discuss the ongoing implementation and provide recommendation for the Enhancement Agreement.

Voices from the Aboriginal Students



"Hands on. Doing things are easiest for me, and to learn about our culture while being able to do it."



"I learn best in an open environment - Face to face with a teacher. I like talking about what I'm learning so I can get a better understanding."



"The person teaching me, I expect them to be supportive at my learning level. If they spend the time to teach with me, then that is something I am going to remember."



"I learn best with support from our Native Advocates."

Grade 12 Graduates

These students were part of a two-part Graduation gathering. While making their own hand drums, they were asked, "How do you learn best?"

Mission Statements from the Community



Westbank First Nation

"To provide and develop local community governmental services that are created in an efficient, effective, and distinctive manner for the overall betterment of our People and our Community."



Okanagan Indian Band

"The Okanagan Indian Band is supportive to ensure the future of our Aboriginal peoples exceed the highest standard of education in order to encourage and promote ourselves individually and as peoples of a distinct culture for a better future culturally, socially and economically."



Okanagan Nation Alliance

"We, the Okanagan Nation, make this declaration today as a sign for every generation to come. Therefore, we hereby declare that: We are the unconquered Aboriginal peoples of this land, our mother; the creator has given us our mother to enjoy, to manage and to protect; we, the first inhabitants, have lived with our mother from time immemorial; our Okanagan governments have allowed us to share equally in the resources of our mother; we have never given up our rights to our mother, our mother's resources, our governments and our religion; we will survive and continue to govern our mother and her resources for the good of all for all time."



Ki-Low-Na Friendship Society

"The Ki-Low-Na Friendship Society will provide support for the mental, emotional, physical and spiritual well-being of all people through the development of community-based services, while encouraging the community to preserve, share and promote Aboriginal cultural distinctiveness."



Lake Country Native Association

“Lake Country Native Association provides support to local Aboriginal families to participate in culturally appropriate activities and programs that encompass cultural knowledge and identity, life skills and self-esteem, substance abuse prevention, and Aboriginal arts and crafts.”



Kelowna Métis Association

“Métis Community Services Society of British Columbia is a non-profit Society that is recognized and empowered by Métis citizens in British Columbia to provide holistic services that ensure the health and well-being of the Métis community.”



School District No. 23 (Central Okanagan)

“The Board of Education remains committed to supporting the Aboriginal Education Program beyond the targeted funding allocation. Our mission is to educate students to value learning, possess knowledge and skills, strive for personal excellence and physical health and well-being, experience success, exhibit responsible citizenship, enjoy life and meet challenges of change through a variety of defined programs and technologies, strong parent and community involvement and an effective, caring staff.”



Acknowledgements

A special thank you to the Aboriginal students, parents, and families. Their invaluable responses to surveys and consultation groups, during the review of the Aboriginal Education Program, shaped the goals of the 2014-2019 Enhancement Agreement.

Sincere thanks to the Aboriginal Education Council, District staff, and community members who gave so freely of their time to develop School District No. 23's (Central Okanagan) second Enhancement Agreement.

Aboriginal Education Council

Moyra Baxter	Chairperson, Board of Education, School District No. 23 (Central Okanagan)
Terry Beaudry	Assistant Superintendent, School District No. 23 (Central Okanagan)
Ann Bell	Project Director, Lake Country Native Association
Mollie Bono	Councillor, Okanagan Indian Band
Deb Butler	Board of Education, School District No. 23 (Central Okanagan)
Denise Clough	Education Coordinator, Westbank First Nation
James Coble	Okanagan Nation Alliance
Kevin Cutting	Kelowna Métis Association
Joanne De Guevara	District Principal of Aboriginal Education, School District No. 23 (Central Okanagan)
Raf De Guevara	Westbank First Nation
Delphine Derickson	Westbank First Nation Elder
Roberta Robin Dods	Ki-Low-Na Friendship Society
Hugh Gloster	Superintendent, School District No. 23 (Central Okanagan)
Lorrie Hogaboam	Councillor, Westbank First Nation
Margaret Morton	Parent Representative, Aboriginal Parent and Family Education Council
Michelle Price	Parent Representative, Aboriginal Parent and Family Education Council
Val Richards	Kelowna Métis Association
Edna Terbasket	Executive Director, Ki-Low-Na Friendship Society

Aboriginal Education Council Alternates

Joyce Brinkerhoff	Board of Education, School District No. 23 (Central Okanagan)
Julia Fraser	Board of Education, School District No. 23 (Central Okanagan)
Kevin Ned	Okanagan Indian Band

APPENDIX A

Our intent will be to demonstrate continuous improvement in each target area annually. We will track our improvement using three year trend lines. **Our actions will be reviewed and may be revised annually to ensure that they continue to support Aboriginal student success.**

EMOTIONAL GOAL ACTIONS

- Ensure students absent/late 10 or more days per year will be tracked to determine the needs for further support. Cases requiring increased levels of support will be tracked by school staff and forwarded to the District Principal of the Aboriginal Education Program. The District Principal will collaborate with District staff to strategize further and to determine where ongoing support as required.
- Increase behaviour support through traditional teaching prior to suspensions.
- Provide more opportunities for students to apply for Achievement/Recognition Awards across all grade levels.
- Increase awareness/access to support services within the school and with outside agencies.
- Increase communication to parents and families and increased parental involvement through participation in the Aboriginal Parent and Family Education Council, parent/teacher conferences, school events, and volunteering.

SPIRITUAL GOAL ACTIONS

- Increase opportunities and classes offered in Okanagan Language (nsyilxcen).
- Increase initiatives to provide more opportunities for Aboriginal students to engage in school-based and District cultural activities (K-12).
- Increase number of culturally relevant courses offered across all secondary schools.
- Increase cultural activities and opportunities offered in and out of the regular school hours.
- Increase opportunities for Aboriginal students to engage with Elders in a caring and encouraging environment (e.g., Elder in Residence Program Initiative).
- Ensure K-12 curriculum resources will be developed and in class as well as teacher in service support will be provided for teachers to implement culturally relevant local materials and units in their classrooms.

APPENDIX A CONTINUED

PHYSICAL GOAL ACTIONS

- Increase Aboriginal student participation through encouragement, incentives, and recognition.
- Increase the opportunities for organized clubs, programs, and activities (e.g., outdoor cultural field trips).
- Increase programming for K-12 students about the harmful effects of smoking, alcohol and drug misuse.
- Increase access to healthy choices at school through the breakfast/lunch programs and healthy snacks in the gathering rooms.

INTELLECTUAL GOAL ACTIONS

- Ensure ongoing Advocate training in Reading Recovery/early learning strategies and Collaborative Model of Support Intervention support.
- Ensure Performance Standards, Foundation Skills Assessments, and locally-developed Early Literacy Screening Assessments will be used to track Aboriginal student performance in the elementary and middle school years.
- Continue with intervention strategies to support the needs of all of our learners (i.e., Teacher-tutorial support at middle and secondary school levels).
- Ensure information gathered from attendance and the locally developed Early Literacy Profile will be used to provide extra support to primary at-risk students.

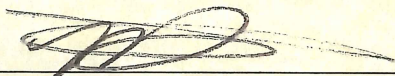

Memorandum of Agreement
Aboriginal Education Enhancement Agreement
between the Central Okanagan School District
and the Aboriginal Communities of the Central Okanagan
and the Ministry of Education

This Aboriginal Education Enhancement Agreement (“Enhancement Agreement”) has been developed to improve the success of all Aboriginal students who are served by the Central Okanagan School District.

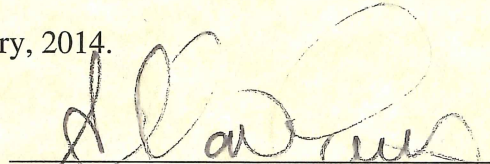

This Enhancement Agreement is a fully inclusive process which acknowledges and is respectful of the traditional territories of the Okanagan Nation.

The Central Okanagan School District is responsible for providing educational services to all Aboriginal students enrolled in the District, which include First Nations living on reserve, off reserve, Métis and Inuit. In signing this Agreement, all parties acknowledge the directions that the District will need to pursue as it continues to work with the Aboriginal communities to meet the needs of all Aboriginal students.

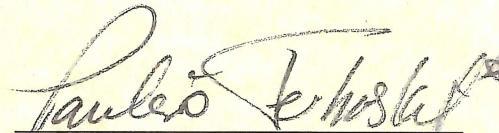

Agreed to this 15th day of January, 2014.

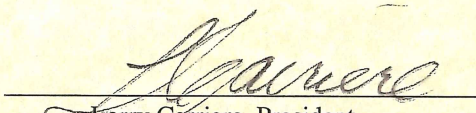

Councillor Mickey Werstuik
 Westbank First Nation
 on behalf of Chief Robert Louie
 Westbank First Nation

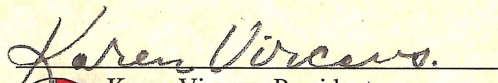

Chief Byron Louis
 Okanagan Indian Band

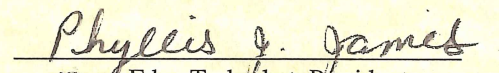

Pauline Terbasket,
 Executive Director,
 Okanagan Nation Alliance
 on behalf of
 Grand Chief Stewart Phillip
 Okanagan Nation Alliance

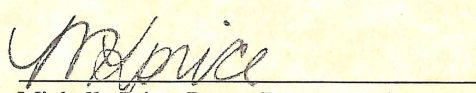
Larry Carriere, President
 Kelowna Métis Association

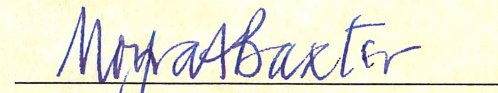

Karen Vircavs, President
 Ki-Low-Na Friendship Society

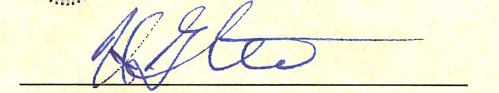

Edna Terbasket, President
 Lake Country Native
 Association



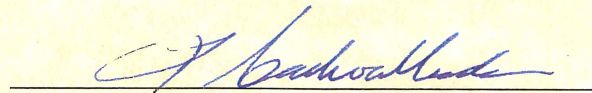

Michelle Price, Parent Representative,
 Aboriginal Education Council
 on behalf of Marie James, President
 Aboriginal Parent and Family Education
 Council

Moyra Baxter, Chairperson
 Board of Education
 Central Okanagan School District

Hugh Gloster
 Superintendent of Schools
 Central Okanagan School District

Ted Cadwallader, Field Director,
 Aboriginal Education Learning Division
 BC Ministry of Education
 on behalf of The Honourable Peter Fassbender
 Minister of Education