



"Together We Learn"

Memorandum

Date: Wednesday, April 27, 2016
To: Human Resources and Staff Services Committee
Prepared by: John Simonson, Director of Instruction - Human Resources

Action Item: Renewal Application for Hiring Exemption

1.0 ISSUE STATEMENT

The Central Okanagan School District has a "Special Program" in place with the British Columbia Human Rights Tribunal that allows the District preferential hiring for Teachers to qualified candidates of Aboriginal ancestry. The Special Program will expire September 28, 2016 and the District must reapply for an extension for the Program to continue.

2.0 BACKGROUND

The initial Special Program was applied for and approved in 2011. Section 42(3) of the Human Rights Code allows the Human Rights Tribunal to approve the implementation of a program that has as its objective the improvement of conditions of disadvantaged individuals or groups. The Human Rights Tribunal approved the Program for a five year period.

The justification for the Special Program is based on a need to address the gap in academic performance between students of Aboriginal ancestry and their non-Aboriginal counterparts. Measures such as the Six Year "Dogwood" Completion Rate, the number of Aboriginal students versus non-Aboriginal students achieving a C+ or better, and Academic Grade Readiness, show differences in performance. Excellent progress has been achieved in narrowing these gaps over the past 5 years, however the achievement gap is still significant. Detailed information on these measures can be found in the Superintendent's Report on Student Achievement and the Aboriginal Education Program Annual Report, both of which are available on the District's website.

3.0 POINTS FOR CONSIDERATION

The District has until September 28, 2016 to submit an application to renew the Special Program for another 5 years. A detailed package has been prepared by staff to support the request for renewal, including historical and current data on student achievement. Letters of support for the renewal will also be obtained from the following partner groups:

- Westbank First Nation
- Central Okanagan Principals' and Vice Principals' Association
- Central Okanagan Teachers' Association
- Central Okanagan School District's Human Rights Committee

A Board motion supporting the application for renewal and expansion of the Special Program is recommended by staff.

(6)

4.0 FOLLOW-UP/REVIEW

Hiring and transfer of all teaching staff within the District is the responsibility of the Director of Instruction - Human Resources who reports directly to the Superintendent of Schools / CEO. This Director is responsible for the hiring and evaluation of all teachers in accordance with District policy.

This Director of Instruction – Human Resources, in consultation with the Superintendent of Schools / CEO, Assistant Superintendent and Directors of Instruction, K to 12, are responsible for the program's administration. Monitoring and evaluation of this Special Program is realized through an annual report to the Tribunal on the Special Program and Aboriginal student achievement in the Annual Report of the Aboriginal Education Programs.

5.0 ASSISTANT SUPERINTENDENT'S COMMENTS

The BCPSEA and BCTF fully support the District's renewal application for a hiring exemption for this Special Program request. The Central Okanagan School District's Collective Agreement, Letter of Understanding: Employment Equity – Aboriginal Employees, supports a special program for a hiring exemption. The majority of school districts in the province of British Columbia have either received approval from the Human Rights Tribunal for a hiring exemption, or are in discussion with partner groups in preparation to make application. The Central Okanagan School District remains committed to hiring the most qualified candidate for each teaching position. If the Special Program is approved, preferential hiring may be applied to teachers of Aboriginal ancestry.

6.0 RECOMMENDATION:

THAT: The Human Resources and Staff Services Committee recommends to the Board of Education:

THAT: The Board of Education supports the application for renewal for a B.C. Human Rights Tribunal Special Program, as presented.

7.0 APPENDIX:

Renewal Application for B.C. Human Rights Tribunal Special Program

April 27, 2016

Mr. Bernd Walter, Chair
B.C. Human Rights Tribunal
1170 – 605 Robson Street
Vancouver, B.C. V5B 5J3

Dear Mr. Walter:

The Central Okanagan School District is requesting renewal of approval of a Special Program to allow preferential hiring of teachers of Aboriginal ancestry in order that the percentage of teachers of Aboriginal ancestry in the District would equal the percentage of students of Aboriginal ancestry in the District.

When this Special Program was originally established in September 2011, a total of 19 teachers self-identified as having Aboriginal ancestry. By September 2015, an additional 32 teachers identified themselves as having Aboriginal ancestry for a total of 51 teachers. Of this group, 17 identify as First Nations and 34 identify as Metis ancestry. The total number of teaching staff in the Central Okanagan School District is 1,303 teachers.

As of September 30, 2015, the total head-count for all students in the Central Okanagan School District was 22,273. Of that total, 2,542 students claimed Aboriginal ancestry. Ninety-two percent of these Aboriginal students (*or 2,343 students*) are receiving service through the Aboriginal Education Program. The number of students claiming Aboriginal ancestry equals approximately 11.4 % of the total District student population. The Special Program provided approval for the hiring of a proportion of teaching staff to the proportion of Aboriginal students. Currently, 3.9% of the teachers in the Central Okanagan School District identify as having Aboriginal ancestry.

1. Nature of the Sponsoring Organization

The Central Okanagan School District supports approximately 22,300 students in 31 elementary, 6 middle, 5 secondary schools and one alternate education support facility.

Self-identified Aboriginal students make up a significant portion of the District's student population. The District's Aboriginal students represent over 61 Bands and Nations from across Canada including status, non-status, Inuit, and Métis.

Aboriginal Student Enrolment
(Public Schools)

School Year	School District No. 23		Provincial	
	Number of Aboriginal Students	Percentage of Student Population	Number of Aboriginal Students	Percentage of Student Population
2010-2011	2608	12.0	68609	11.8
2011-2012	2538	11.8	66965	11.8
2012-2013	2549	12.0	65440	11.6
2013-2014	2461	11.6	64130	11.5
2014-2015	2433	11.4	61811	11.2
2015-2016	2542	11.4	n/a	n/a

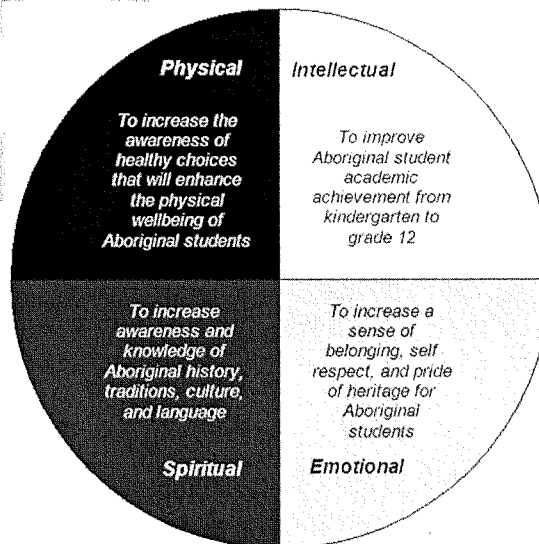
Our School District currently employs 1,303 teachers, 776 support staff, 87 school-based administrators and 34 excluded staff (full-time equivalents).

2. Accountability and Monitoring

Responsibility for the provision of programs to Aboriginal students in the District is assigned to the Assistant Superintendent of Schools (Terry Beaudry) under the direct supervision of the Superintendent of Schools/CEO (Kevin Kaardal). The District also employs a District Principal for Aboriginal Education (Joanne De Guevara) to assist in planning, directing and delivering programs and support to our students. The Aboriginal Education Council, comprised of Aboriginal community members and two Board of Education trustees, provides guidance to the program and establishes long term objectives.

In January 2014, the District renewed our second Enhancement Agreement for an additional five years with the Aboriginal communities of the Okanagan. The Enhancement Agreement goals reflecting the teachings of the Medicine Wheel, supporting the emotional, spiritual, physical and intellectual development needs of the whole child.

Goals of the Enhancement Agreement:



Hiring and transfer of all teaching staff within the District is the responsibility of the Director of Instruction - Human Resources (John Simonson) who reports directly to the Superintendent of Schools / CEO. This Director is responsible for the hiring and evaluation of all teachers in accordance with District policy.

This Director of Instruction – Human Resources, in consultation with the Superintendent of Schools / CEO, Assistant Superintendent and Directors of Instruction, K to 12, are responsible for the program’s administration. Monitoring and evaluation is realized through an annual report to the Tribunal on the Special Program and Aboriginal student achievement in the Annual Report of the Aboriginal Education Programs.

3. Identification of Disadvantaged Individuals/Group

While Aboriginal student achievement results have improved over the past 10-15 years, the results still fall short of the achievement of non-Aboriginal students in the District. While the achievement gap is closing, Aboriginal students lag behind in overall achievement, academic grade readiness, and completion rates. Achievement is measured over a number of dimensions to provide as full a picture as possible of student success and achievement. These measures include:

- A. Six-year completion rate
- B. Course Options Leading to Graduation
- C. Academic Grade Readiness

Six-Year Completion Rate

The Six-Year Completion rate is the percent of grade 8 students who graduate with a 'Dogwood' Certificate of Graduation within six years. The percent of Aboriginal students graduating has significantly increased over the past five years and is significantly above the provincial average as illustrated in the chart below. By comparison, the average Six-Year Completion Rate for Aboriginal students in the Central Okanagan School District was 48% from 2003 to 2005. The District set a target for the Aboriginal student six year completion rate of to be 75% by 2013. This target was met in 2014-15.

Six Year Completion Rate

Year	School District No. 23		Provincial Data	
	<i>% Aboriginal Students</i>	<i>% Non-Aboriginal</i>	<i>% Aboriginal Students</i>	<i>% All Students</i>
2010-2011	61	89	54	81
2011-2012	69	89	56	82
2012-2013	66	88	59	84
2013-2014	73	90	62	84
2014-2015	75	86	63	84

The new target under the Aboriginal Education Agreement is to reach a 90% six year completion rate for Aboriginal students by 2019.

Course Options Leading to Graduation

The following chart shows the percent of Aboriginal and non-Aboriginal students passing Ministry mandated course work. Improving the grade level standing of Aboriginal students will continue to be a priority. Though Aboriginal learners are successful in 'passing' core subjects, there remains a significant difference in the percent of Aboriginal versus non-Aboriginal students achieving a C+ or better final mark.

	C- (Pass) or Better				C+ (Good) or Better			
	Aboriginal Students		Non-Aboriginal Students		Aboriginal Students		Non-Aboriginal Students	
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
English 10	96	96	97	98	58	65	73	78
Foundations Math 10	96	96	96	98	61	58	69	71
Apprenticeship Math 10	92	96	93	95	51	59	55	51
Science 10	94	97	97	98	55	58	72	77
Social Studies 11	97	98	98	99	60	57	74	71
BC First Nations 12	95	96	98	99	52	56	57	61
English 12	100	99	99	99	67	71	77	80
Communications 12	100	100	98	99	58	58	61	64

Academic Grade Readiness

Academic Grade Readiness is defined as a measure of the number of students successfully transitioning to the next grade level in all five core courses: Math, Social Studies, English, Science and Physical Education. Information regarding students who have not successfully completed all five core courses is used to develop intervention strategies to support at-risk students and those who are working below their potential. There is no final report card / readiness data for the 2013-14 school year due to the Provincial labour dispute.

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

	2011-12		2012-13		2013-14	2014-15		Targets
	Ab	Non-Ab	Ab	Non-Ab		Ab	Non-Ab	
Grade 7	96.8	97.4	97.5	98.9	No	94.3	97.8	95%
Grade 8	89.9	95.7	95.2	98.0	Data	94.1	97.7	95%
Grade 9	83.0	88.1	88.1	94.0	Available	90.8	94.9	90%
Grade 10	65.1	76.8	63.9	77.9		62.2	73.8	85%
Grade 11	59.4	77.9	73.0	79.4		65.5	77.8	80%

Academic readiness for Aboriginal students has steadily increased over the past five years at all grade levels. There is still a significant gap in results at grades 10 and 11 between Aboriginal students and non-Aboriginal students in the District. Results at the grade 10 and 11 levels for Aboriginal students are well below District targets. This corresponds with the age range that the personal, social and/or family issues that vulnerable students may be dealing with cause them to leave school or not advance with their peer group.

Strategies for Improving Academic Achievement

The District has implemented a number of strategies over the past several years that have contributed to the improvement in Aboriginal student achievement. These include:

- Dedicated teacher tutorial support at all secondary schools
- The increased support of Aboriginal Advocates at all school levels
- Expansion of Advocate services to include academic support at all elementary and middle schools
- The implementation of Indigenous curriculum
- The continuation of Girl Power, Teen Groups, the Paddle Team and Leadership Groups
- The introduction of the Academy of Indigenous Studies. This program allows students at secondary schools to gain academic credits toward graduation in the following areas of study: Okanagan Language, Leadership, R' Native Voice, English First Peoples, First Nations Studies and First Nations Art Studio.
- Culturally appropriate transition events
- Grade specific Cultural Gatherings including the Grade 12 Winter Retreat
- Annual community forums
- Ongoing parent meetings in the Aboriginal community
- The assignment of a District Resource Teacher/Consultant to coordinate and implement Indigenous curriculum
- The provision of an Okanagan Language Instructor and Okanagan Language teacher providing Okanagan Language teaching at all levels

While District interventions and the support of the Aboriginal Education Program have improved the results since 2009, a number of factors continue to contribute to a lower than average achievement and lower graduation rate:

- Inability of many students to 'connect' with adults in the school system
- A limited number of Aboriginal role models within the community and school system
- Generally low expectations for educational achievement and post-secondary options
- Higher absenteeism and low self-esteem of Aboriginal students
- Poor home-school communication, resulting in lack of partnership
- Current socio-economic problems within some sectors of the Aboriginal community

4. Benefit of the Special Program

This Special Program will provide a greater number of Aboriginal role models in schools for learners, which is an advantage for all students, not just Aboriginal learners. Strong Aboriginal role models will provide students the ability to take pride in their heritage, foster a positive sense of belonging, and support their commitment to stay in school and graduate. This Special Program will provide further opportunities for planning and designing appropriate supports and strategies for Aboriginal learners. This Special Program will also reinforce to individuals, parents and the Aboriginal community in general that the Central Okanagan School District values the culture, support and expertise that teachers of Aboriginal ancestry are able to provide Aboriginal learners.

This Special program needs to remain in place until such a time as parity in achievement is reached between Aboriginal students and the general School District student population.

5. Goals, Timetables and Anticipated Results

The goal of our Special Program renewal is to bring the academic and related program performance of our Aboriginal students on par with other students in the District and to match the general performance levels of students in the province.

We believe our improved results in our key measurement areas are, in a large part, due to the influence, support and communication of our Aboriginal Education Program staff. This belief is based on our knowledge of the factors contributing to low Aboriginal student performance (as identified above) and an understanding that teachers of Aboriginal ancestry possess unique qualities and understandings to support continued substantial change. By increasing the level of support to our most vulnerable students, we believe we can further narrow the gap in academic achievement between Aboriginal students and the general student population.

It is our hope that the B.C. Human Rights Tribunal will grant approval of our Special Program. This will enable us to hire new staff of Aboriginal ancestry with specialized skills into the Aboriginal Education Program. Hiring teachers of Aboriginal ancestry will provide:

- Aboriginal role models,
- Effective communication with Aboriginal parents and community members,
- Credibility of District staff in the Aboriginal community and with Aboriginal parents,
- Opportunities for Aboriginal students to feel connected with the public schools and share elements of the culture with all students, and
- Opportunities to enhance cultural understanding through (teachers of Aboriginal ancestry) sharing of culture and traditions.

6. Duration

We are requesting this Special Program be extended for an additional period of five (5) years. While improvements in overall academic performance have been achieved in the past few years, our Aboriginal students still perform and graduate at rates below the general student population of the District and Province. We would request that a further option to renew the Special Program be considered should an extension be required.

7. Eligibility Criteria

The Director of Instruction – Human Resources would, under the Special Program, have the discretion to preferentially hire persons specifically of Aboriginal ancestry (which may include First Nations, either status or non-status, Métis or Inuit individuals) in order that the percentage of teachers of Aboriginal ancestry in the District would equal the percentage of students of Aboriginal ancestry in the District. Preference would be limited to those individuals who have a strong commitment to public education, and the ability to meet the other specific hiring criteria related to teaching that are currently in place.

Under the Special Program a candidate would still have to meet all of the minimum hiring requirements; however, the District would continue to have the discretion to accept a candidate of Aboriginal ancestry over a non-Aboriginal candidate.

When recruiting new employees, the School District advertises in local and community newspapers, on a number of websites provided by the Aboriginal Education Committee, and on Makeafuture.com, the provincial portal to education employment in British Columbia. The process of short-listing and selecting candidates would remain as currently established; however, the District would have the discretion to specifically seek individuals of Aboriginal ancestry above all others.

8. Identification of Third Party Interests

This request for this Special Program by the B.C. Human Rights Tribunal is made with the knowledge and support of the Superintendent of Schools / CEO and Board of Education for the Central Okanagan School District. Prior to submission of this request for renewal, consultation with the following partner groups took place:

- Aboriginal Education Council for the Central Okanagan School District
- Westbank First Nation (the host Band)
- Central Okanagan Principals' and Vice Principals' Association
- Central Okanagan Teachers' Association
- Central Okanagan School District Human Rights Committee

Letters of support from the above groups are attached to this application. All groups recognize the implications of this Special Program and fully support the request for renewal.

In addition, the Board of Education for the Central Okanagan School District passed the following motion at its meeting on **DATE**: "That the Board of Education supports the application for a Special Program with the British Columbia Human Rights Tribunal to allow preference in hiring to persons of Aboriginal ancestry for new teaching positions."

The Central Okanagan School District, along with our partner groups, is committed to improving the learning situation and academic achievement of our 2,542 Aboriginal students. Your consideration of this application for a B.C. Human Rights Tribunal Special Program is greatly appreciated.

Yours truly,

John Simonson
Director of Instruction – Human Resources

Appendices: Letter, Westbank First Nation
Letter, Central Okanagan Principals' and Vice Principals' Association
Letter, Central Okanagan Teachers' Association
Letter, Central Okanagan School District Human Rights Committee
Report, Central Okanagan School District Aboriginal Education Enhancement Agreement – 2014-2019



Community. Leadership. Pride.

April 22, 2016

Mr. Bernd Walter, Chair
B.C. Human Rights Tribunal
1107-605 Robson Street,
Vancouver, BC V5B 5J3

Dear Mr. Walter,

Re: Letter of Support

As Chair of the Aboriginal Education Council and an elected Council Member of the Westbank First Nation Government, I am in support of the school districts current initiative to have the right to hire specific persons of aboriginal ancestry.

The inclusion of more teachers of aboriginal ancestry will be beneficial to the growing student population. This initiative will also improve our Aboriginal students' sense of belonging in schools and student pride and confidence which results in increased student performance and higher graduation rates.

Please do not hesitate to contact me if you require any further information.

Sincerely,

Christopher Derickson
Westbank First Nation Councillor
Chair, Central Okanagan School District Aboriginal Education Council

CENTRAL OKANAGAN PRINCIPALS' AND VICE-PRINCIPALS' ASSOCIATION



March 17th, 2016

Mr. Bernd Walter, Chair
BC Human Rights Tribunal
1170 -605 Robson Street
Vancouver, BC
V6B 5J3

Dear Mr. Walter,

I am writing this letter in my capacity as President of the Central Okanagan Principal's and Vice-Principal's Association. Our membership includes principals' and vice-principals' at all levels of our system: elementary, middle, secondary, and district.

As a partner group, the Central Okanagan Principal's and Vice-Principal's Association is in support of the Central Okanagan School District Human Resource Application for a renewal of the preferential hiring of teachers of Aboriginal Ancestry. Our organization understands the goal of this Special Program is to equalize the percentage of teachers of Aboriginal Ancestry with the percentage of students of Aboriginal Ancestry in our District. As this goal has not yet been met, a renewal request is being submitted this year.

Principals and vice-principals strive to ensure a safe a caring atmosphere which provides all of our students with a sense of belonging and engagement. With this in mind, our association and its membership endorse our School District Human Resource Department's submission for a renewal of the Special Program for preferential hiring of teachers of Aboriginal ancestry as our organization believes this program will provide a greater number of Aboriginal role models in schools for all students. We also believe that an increase in Aboriginal teaching staff will foster a greater sense of belonging and contribute to promoting active engagement in learning for our Aboriginal students; will promote pride in Aboriginal heritage through direct and indirect instruction both in and outside of the classroom; and will encourage a greater number of Aboriginal students to remain committed to staying in school and graduating.

Thank you for your consideration of our School District's submission for a renewal of this Special Program. Please do not hesitate to contact me for further information or clarification.

Sincerely,

Raquel Steen
President - Central Okanagan Principals' and Vice-Principals' Association
2751 Cameron Road
West Kelowna, BC
V1Z 2T6 (250)870-5101

central okanagan teachers' association

#210 - 1751 HARVEY AVENUE
KELOWNA, B.C. V1Y 6G4
TEL (250) 860-3866
FAX (250) 862-3024

March 30, 2016

B.C. Human Rights Tribunal
1170 – 605 Robson Street
Vancouver, B.C. V6B 5J3

To Whom It May Concern:

*Re: Central Okanagan School District's Renewal Application for the Special Program:
Hiring of teachers of Aboriginal ancestry*

The Central Okanagan Teachers' Association (COTA) supports the Central Okanagan School District's (SD#23) Renewal Application for Special Programs and Activities that focuses on increased hiring of people with Aboriginal ancestry.

In our current Collective Agreement, the following Letter of Understanding was agreed to:

Re: Employment Equity – Aboriginal Employees

The parties recognize that Aboriginal employees are underrepresented in the public education system. The parties are committed to redress the under-representation of Aboriginal employees and therefore further agree that:

- They will encourage the employer and the local to make application to the Human Rights Tribunal under section 42 of the Human Rights Code to obtain approval for a "special program" that would serve to attract and retain Aboriginal employees.*
- The parties will assist the employer and the local as requested in the application for and implementation of a "special program" consistent with this Letter of Understanding.*

Further to this, COTA's provincial/parent body, the BC Teachers' Federation (BCTF) supports Aboriginal Equity programs such as ours. In the Member's Guide to the BCTF, it states:

- b) That the BCTF actively support an employment equity program for the public schools with the aim of achieving a teaching force that is reflective of the ethnic diversity of BC public schools.*

I thank you in advance for your support of our School District's submission for the renewal of this Special Program. This application is another step to achieving our stated goal of equity hiring.

Yours truly,



Susan Bauhart
President, Central Okanagan Teachers' Association



SCHOOL DISTRICT No. 23
(CENTRAL OKANAGAN)

1940 Underhill Street, Kelowna, B.C. V1X 5X7
Tel. 250-860-8888 Fax 250-860-9799
Website: www.sd23.bc.ca

"Together We Learn"

November 18, 2015

Dr. Rick Oliver
Central Okanagan School District
1940 Underhill Street
Kelowna, BC
V1X 5X7
(250) 470-3210

B.C. Human Rights Tribunal
1170 – 605 Robson Street
Vancouver, B.C.
V6B 5J3

To Whom It May Concern,

Re: Central Okanagan School District Human Resources Application for Hiring Exemption

I am writing this letter on behalf of our Central Okanagan School District Human Rights Committee. Our Human Rights Committee is a broad-based group with members representing all of our School District's partnership groups: Central Okanagan Teachers' Association, COTA; Canadian Union of Public Employees Local 3523, CUPE; Central Okanagan Parent Advisory Council, COPAC; Central Okanagan Principals' and Vice Principals' Association, COPVPA; Central Okanagan District Student Council; District level staff; and the Board of Education. As well, our committee membership is represented by many local community groups: Westbank First Nations; Kelowna Community Resource Society; and University of British Columbia, Okanagan Campus.

A safe and caring atmosphere which provides our Aboriginal students with a sense of belonging is at the forefront of our School District goals and those of our individual schools. With this in mind, we wholeheartedly endorse our School District Human Resource Department's submission to allow preferential hiring of qualified teachers with Aboriginal ancestry, inclusive of First Nations, Métis or Inuit persons to our school district. We hope that continuing to increase the presence and knowledge of Aboriginal peoples in our schools will better support our students.

Thank you in advance for your support of our School District's submission for this most important request. Please do not hesitate to contact me for further information or clarification.

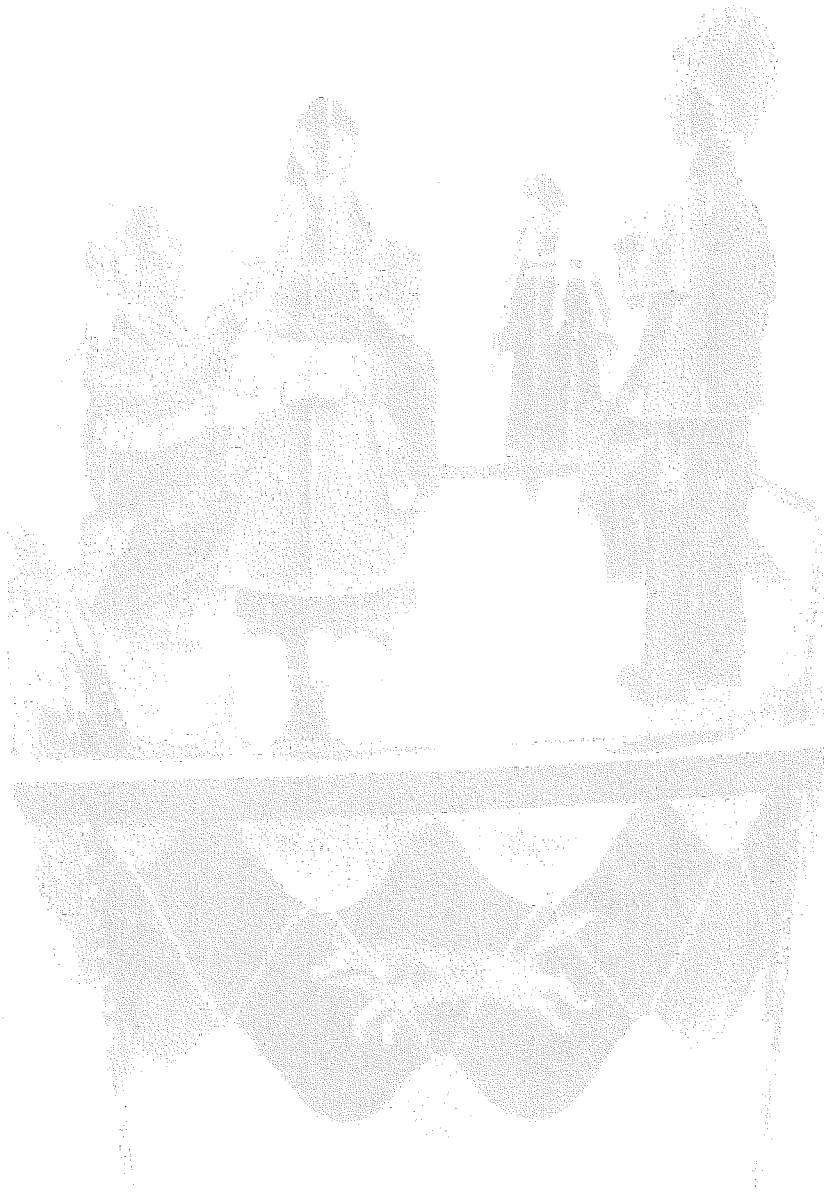
Sincerely,

Dr. Rick Oliver
Director of Instruction (K-12)
Chairperson, District Human Rights Committee
Central Okanagan School District

RO/jn

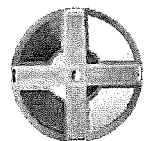
School District No. 23 (Central Okanagan) Aboriginal Education Enhancement Agreement

"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 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

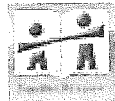
School District No. 23 (Central Okanagan)

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

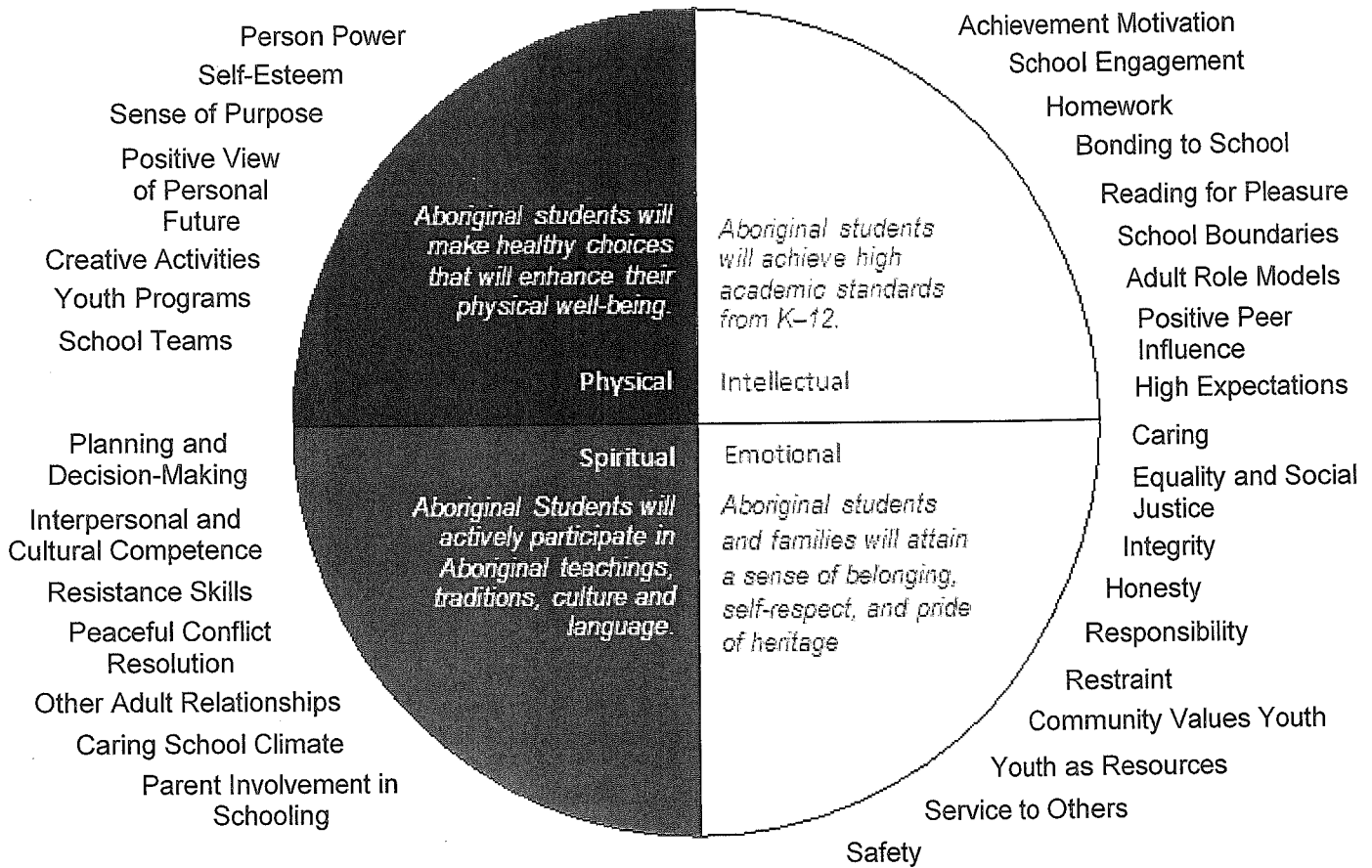
OUR DISTRICT DATA ALSO TELLS US:

- 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.



*Insardy 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

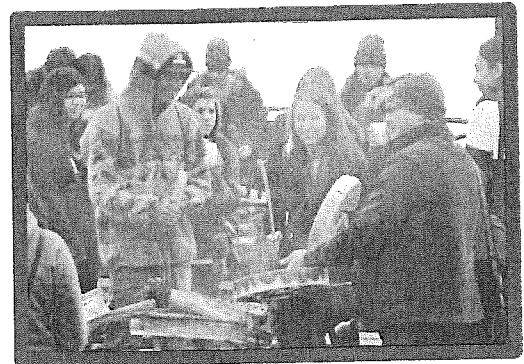
For the **EMOTIONAL GOAL**, we are committed to fostering the student's growth in attaining the following internal and external Developmental Assets.

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

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.



Dancer at Okanagan College Powwow

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.

4. INDICATOR

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

TARGET

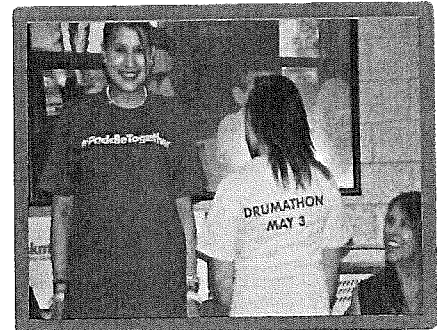
Data will be collected to determine the number of Aboriginal students accessing breakfast, lunch, and snack programs.

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

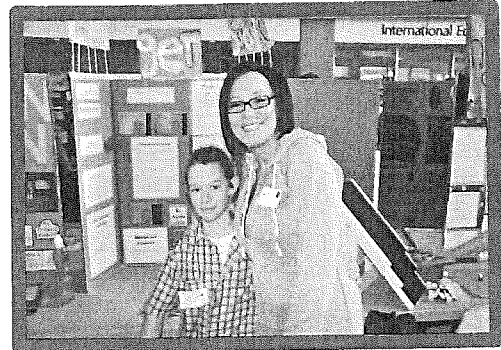
Goals and Indicators

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
-

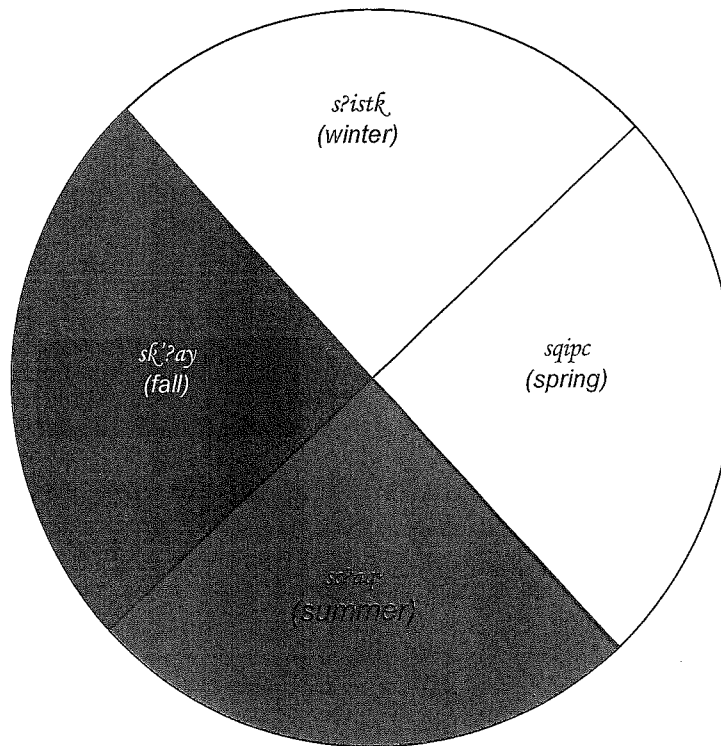
Implementation

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.

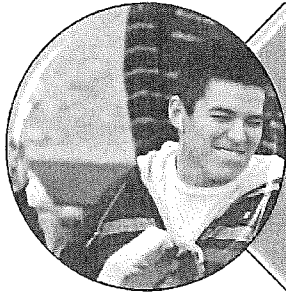
Meet with Enhancement Agreement Development Team to review the implementation of the Enhancement Agreement.



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

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

Voices from the Aboriginal Students



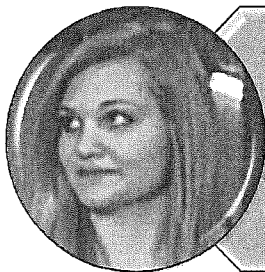
"Hands on. Doing things are easiest for me, and to learn about our culture while being able to do it."



"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."



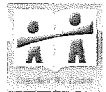
Lake Country Native Association

"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

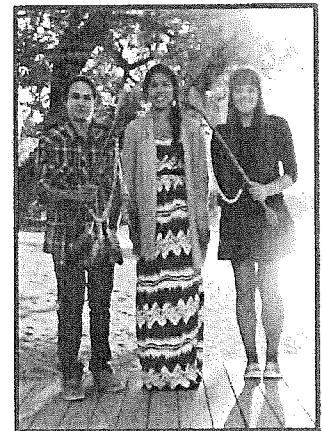
"Métis Community Services Society of British Columbia is a non-profit Society that is recognized and empowered by Métis citizens in British Columbia to provide holistic services that ensure the health and well-being of the Métis community."



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."



"TOGETHER, WE EMPOWER
ABORIGINAL STUDENTS OF ALL NATIONS"

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
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
Chris Derickson	Councillor, 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)
Allan Louis	Councillor, Okanagan Indian Band
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.