

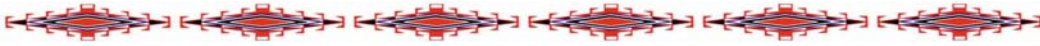
*Working Together for
Aboriginal Students of all Nations*



School District #23 – Central Okanagan
**Aboriginal Education
Enhancement Agreement**
December 2006 – December 2011

*“We believe in a holistic approach, using the teachings of the
Medicine Wheel, to enhance school success
for all Aboriginal students”.*

School District No. 23 Aboriginal Education Committee

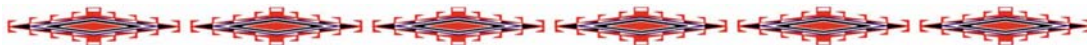


Preamble

It is acknowledged that School District No. 23 operates within the traditional territory of the Okanagan Nation.

The Enhancement Agreement, between the Aboriginal people in the Central Okanagan and the Central Okanagan School District, will respect the rights of all Aboriginal students to ensure that they receive a quality education in the public school system and a meaningful graduation that provides a foundation for students to become successful, contributing members of community and society.

The intent of this Agreement is to hold all School District employees, First Nations, Métis and Inuit peoples, students, parents, families and communities accountable to and responsible for supporting Aboriginal student achievements.



The art work on the front page was created by local Okanagan artist, Will Swite. © School District No. 23



Guiding Principles

We believe that it is important to:

- honour and acknowledge the people, traditional territory and the history of the Okanagan People;
- acknowledge the traditional teachings of the Elders and the wisdom of their Aboriginal culture;
- promote a learning environment where Aboriginal students feel confident and proud of their ancestry;
- provide educational opportunities that enhance academic success; and,
- develop shared responsibility and mutual respect through ongoing dialogue and strong relationships that recognize the cultural differences and diverse needs of Aboriginal students.



Background



In preparation for the development of Central Okanagan School District's first Enhancement Agreement, the Aboriginal Education Committee (AEC) recommended to the Board of School Trustees that an external review of the District's Aboriginal Education Program be conducted during the 2005/2006 school year. Approximately 600 participants engaged in the review process.

As a result of an extensive consultation process, eight key strengths of the District's Aboriginal Education Program were identified. As published in Sterling Consulting's report, these key highlights include:

1. The commitment by the Aboriginal Education Committee and Program Staff to the Aboriginal Education Program and students;
2. The commitment by the District to the Aboriginal Education Program;
3. The academic and emotional support provided by advocates, certified education assistants (CEA), and tutors;
4. The success of the part-time Tutoring Program and Homework Clubs;
5. The cultural awareness and history being provided by the District's Cultural Program;
6. The growing awareness of the program and more contact with the students;
7. The interest and desire of more students to have more Okanagan Language classes; and,
8. Student improvement and increasing graduation rates.

The Aboriginal Education Committee (AEC) remains committed to building on the strengths of the Aboriginal Education Program. *(See page 18 for membership list).*

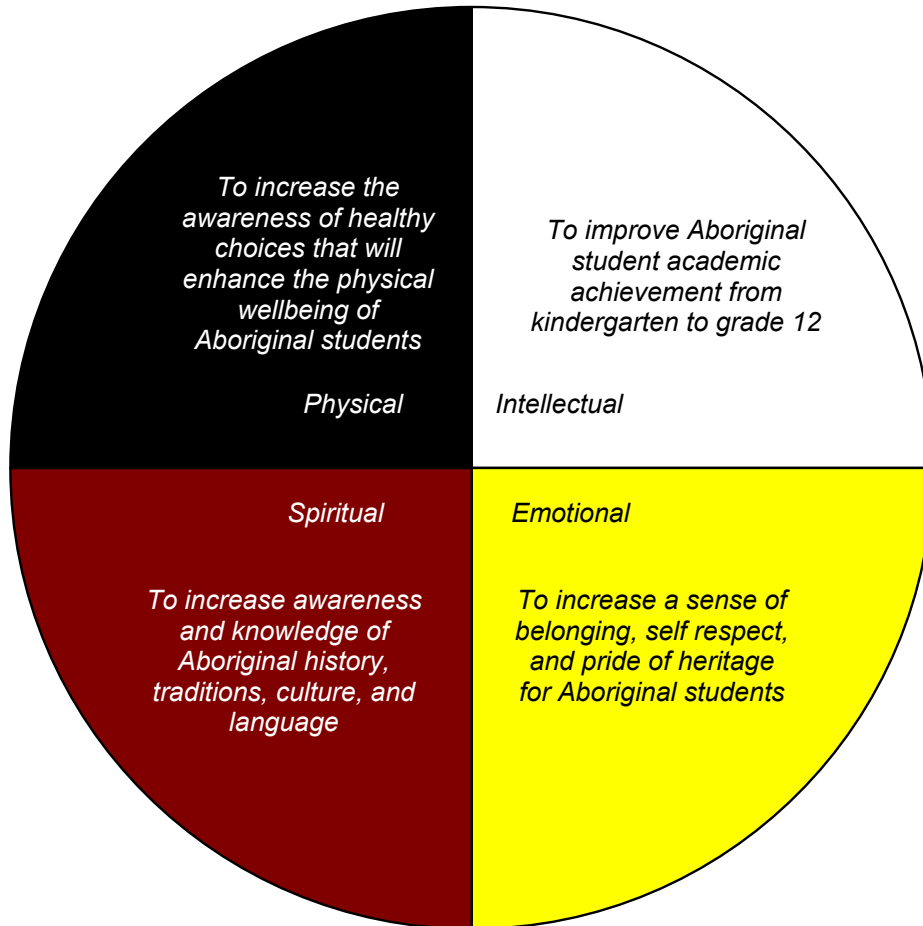
In April 2006, the AEC met with Elders, Aboriginal Program Staff, Teachers, Certified Education Assistants, Principals, and District Staff to form the Enhancement Agreement (EA) Planning Committee.

From April to June 2006, the planning committee reviewed feedback collected from the students, parents, families, staff, and community members during the external review. The EA Planning Committee also reviewed district data, and ministry statistics.

After several meetings rich in dialogue, the planning committee established four goals to support school success for all Aboriginal learners.

Goals of Our Enhancement Agreement

The following goals, reflecting the teachings of the Medicine Wheel, will be implemented over the next five years to support the emotional, spiritual, physical, and intellectual development of Aboriginal students in the Central Okanagan School District.



Performance Targets for Five Years:

The baseline data will be developed where not available in the 2006/2007 school year. In each year thereafter, in all categories, increased growth is expected. The Aboriginal Education Committee will review annually and report the level of student and parent satisfaction with the achievement of the goals. The EA Committee will determine annual targets, indicators and strategies that are realistic and attainable for the following year.

School District #23 Enhancement Agreement Goals and Indicators

EMOTIONAL GOAL

To increase a sense of belonging, self respect, and pride of heritage for Aboriginal students

RATIONALE

We believe that a student's sense of belonging is fundamental to their school success and overall well being. District data indicates that absences and tardiness are significantly higher for Aboriginal students than the general student population in both elementary and secondary schools. Therefore, we are committed to implementing initiatives that increase the Aboriginal students' sense of belonging.



*Students participating in CNB
Middle School Talent Show*

STUDENT PERFORMANCE INDICATORS

- Improved attendance rates and decreased tardiness rates for Aboriginal students;
- Decreased suspension rates for Aboriginal students;
- Increased Satisfaction Survey participation from Aboriginal students;
- Improved Satisfaction Survey results from Aboriginal students; and,
- Increased Aboriginal student recognition in areas such as academics, athletics, citizenship, leadership, and fine arts.

TARGETS

Attendance/Punctuality

Total Aboriginal student attendance: Students absent 20 or more days and students late 20 or more times per year will be tracked to determine the needs for further academic or emotional support. Baseline data will be generated for the 2006/2007 school year and targets will be set annually by the Aboriginal Education Committee in the *sqipc* (spring season).

2011 Attendance/Punctuality Target: 95% (K-12)

Suspension Rates

Suspensions for Aboriginal students will be tracked and monitored on an annual basis.

2011 Suspension Target: Significant decrease of student suspensions per year in relation to baseline data from the 2005/2006 school year (17.80%). The first year target has been set for a 2% reduction in Aboriginal student suspensions during the 2006/2007 school year.

Satisfaction Survey Results

A Satisfaction Survey will be developed to determine the Aboriginal students' sense of belonging within the school environment. Baseline data will be generated for the 2006/2007 school year and targets will be set annually by the Aboriginal Education Committee in the *sqipc* (spring season).

COMMITMENT STATEMENTS

To increase a sense of belonging, self respect, and pride of heritage for Aboriginal students, we are committed to:

- Using the holistic approach, involving the whole community, to nurture the success of our children;
- Increasing mutual respect in the school community;
- Increasing opportunities for students to learn about their culture and then to present their culture to others through leadership, public speaking, and forums;
- Increasing middle and secondary Aboriginal student involvement in extra-curricular school activities;
- Acknowledging and celebrating success of all Aboriginal students in areas such as academics, athletics, citizenship, leadership, and fine arts;
- Increasing parental involvement through participation in Aboriginal Parent Advisory Councils, parent/teacher conferences, school events, volunteering;
- Increasing communication to parents and families; and,
- Increasing the visual presence of Okanagan Nation and other Aboriginal peoples in each school.



*Mount Boucherie Secondary School grade 10
Aboriginal students leaving for Blueprint Conference*

School District #23 Enhancement Agreement Goals and Indicators

SPIRITUAL GOAL

To increase awareness and knowledge of Aboriginal history, traditions, culture and language for Aboriginal students

RATIONALE

The teachings of Aboriginal history, tradition, culture and language is critical to ensuring that these values will be passed on to future generations of Aboriginal people.



*École George Pringle Elementary
Aboriginal Student Gathering at
Sensisysten House of Learning*

on to

STUDENT PERFORMANCE INDICATORS

- Increased number of Aboriginal students enrolled in an Okanagan Language program in elementary, middle and secondary schools;
- Increased number of Aboriginal students participating in school-based and district activities (K-12);
- Increased number of Aboriginal students successfully completing B.C. First Nations Studies 12; and,
- Increased number of Aboriginal students receiving school credit for participation in Aboriginal cultural activities.

TARGETS

2011 Okanagan Language Program

A long term plan for Okanagan language instruction will be developed during the 2006/2007 school year. Baseline data will be generated annually by the Aboriginal Education Committee, in the *sqipc* (spring season), to increase the number of Aboriginal students enrolled in an Okanagan Language program in elementary, middle and secondary schools.

2011 Participation in Cultural Activities

Baseline data will be generated for the 2006/2007 school year and targets will be set annually by the Aboriginal Education Committee, in the *sqipc* (spring season), to increase the number of Aboriginal students participating in district wide and school-based cultural activities.

2011 First Nation Studies 12

Baseline data will be generated for the 2006/2007 school year and targets will be set annually by the Aboriginal Education Committee, in the *sqipc* (spring season), to increase the number of Aboriginal students participating and successfully completing First Nations Studies 12.

2011 Credit

A standardized system will be developed to grant school credit for participation in Aboriginal cultural activities.

COMMITMENT STATEMENTS

To increase awareness and knowledge of Aboriginal history, traditions, culture and language, we are committed to:

- Increasing integration of cultural teachings within all subjects;
- Increasing learning resources to promote awareness and cultural knowledge;
- Increasing opportunities for Aboriginal role models to support students and adults;
- Increasing cultural education and awareness for all students and staff; and,
- Working closely with the local post secondary institutions to develop a long-term plan for Okanagan language instruction which will lead to the requirements of university accreditation.



Chief Tomat Elementary Aboriginal Family Fun Night



Grade 12 Aboriginal Student Gathering on the traditional land of the Lindley family



School District #23 Enhancement Agreement Goals and Indicators

PHYSICAL GOAL

To increase the awareness of healthy choices that will enhance the physical well being of Aboriginal students

RATIONALE

Students who make healthy choices and live healthy lifestyles can participate more fully in their learning.

STUDENT PERFORMANCE INDICATORS

- Increased student participation in active living;
- Decreased number of students involved in smoking, alcohol and drug misuse; and,
- Decreased number of students hungry in school.

TARGETS

A survey will be developed to determine the Aboriginal students' involvement in healthy choices. Baseline data will be generated for the 2006/2007 school year and targets will be set annually by the Aboriginal Education Committee, in the *sqipc* (spring season), to promote healthy lifestyles.

COMMITMENT STATEMENTS

To increase the awareness of healthy choices that will enhance the physical well being of Aboriginal students, we are committed to:

- Increasing Aboriginal student participation in activities and educational programs that support and promote healthy choices;
- Providing opportunities to learn more about traditional and healthy foods; and,
- Accessing and developing programs that provide nutritional food for Aboriginal students.



*École George Pringle
Elementary School
Cultural Day*



*Okanagan Kokanee
Release Celebration*

School District #23 Enhancement Agreement Goals and Indicators

INTELLECTUAL GOAL

To improve Aboriginal student academic achievement from kindergarten to grade 12



Tutor providing academic assistance

RATIONALE

Current Aboriginal students' performance in academic areas indicates that the learning community needs to focus on improving the number of Aboriginal students meeting and/or exceeding grade level expectations in reading, writing, and numeracy. Improved student performance will lead to a greater number of Aboriginal students achieving Dogwood graduation.

STUDENT PERFORMANCE INDICATORS

- Increased transition rates from K-12;
- Increased number of K-9 students fully meeting/exceeding expectations in reading, writing and numeracy;
- Increased student performance and participation in grades 10-12 provincial exams; and,
- Increased graduation rate with Dogwood completion.

TARGETS

Transition Rates:

Ministry data is available to track transition rates for Aboriginal students from grades six to grade twelve. During the 2006/2007 school year, transition data will be reviewed and targets will be set annually by the Aboriginal Education Committee, in the *sqipc* (spring season), to increase the number of students successfully transitioning into higher grades.

2011 Transition Rates: 90%

Aboriginal Student Performance in Reading, Writing, and Numeracy

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. During the 2006/2007 school year, Aboriginal student performance data will be reviewed and targets will be set annually by the Aboriginal Education Committee, in the *sqipc* (spring season), to improve results.

Student Performance Results: (Aboriginal Students Meeting/Exceeding Expectations)

Kindergarten - Grade 3 Aboriginal Student Reading and Writing Results:

2005: 85% 2011 Target: 95%

Kindergarten - Grade 3 Aboriginal Student Numeracy Results:

2005: 91% 2011 Target: 95%

Grades 4 - 6 Aboriginal Student Reading and Writing Results:

2005: 88% 2011 Target: 95%

Grades 4 - 6 Aboriginal Student Numeracy Results:

2005: 89% 2011 Target: 95%

Grades 7 - 9 Aboriginal Student Reading and Writing Results:

2005: 86% 2011 Target: 90%

Grades 7 - 9 Aboriginal Student Numeracy Results:

2005: 76% 2011 Target: 90%

Provincially Examinable Courses Success Rates:

Ministry data is available to track provincial exam success rates for Aboriginal students. During the 2006/2007 school year, grade 10, 11 and 12 provincially examinable data will be reviewed and targets will be set annually by the Aboriginal Education Committee, in the *sqipc* (spring season), to increase the number of Aboriginal students successfully passing provincially examinable courses.

Dogwood Graduation Rates:

Ministry data is available to track Dogwood graduation rates for Aboriginal students. Aboriginal completion rates have increased from 42% in 2001 to 49% in 2005. During the 2006/2007 school year, graduation data will be reviewed and targets will be set annually by the Aboriginal Education Committee, in the *sqipc* (spring season), to increase the number of Aboriginal students successfully graduating with a Dogwood certificate.

2005 Dogwood Graduation Rate: 49%

2011 Dogwood Graduation Target: 75%

COMMITMENT STATEMENTS

To improve Aboriginal academic achievement from Kindergarten to Grade 12, we are committed to:

- Increasing parent and family involvement in the schools; and,
- Providing academic assistance for Aboriginal students to ensure all Aboriginal students meet their potential.

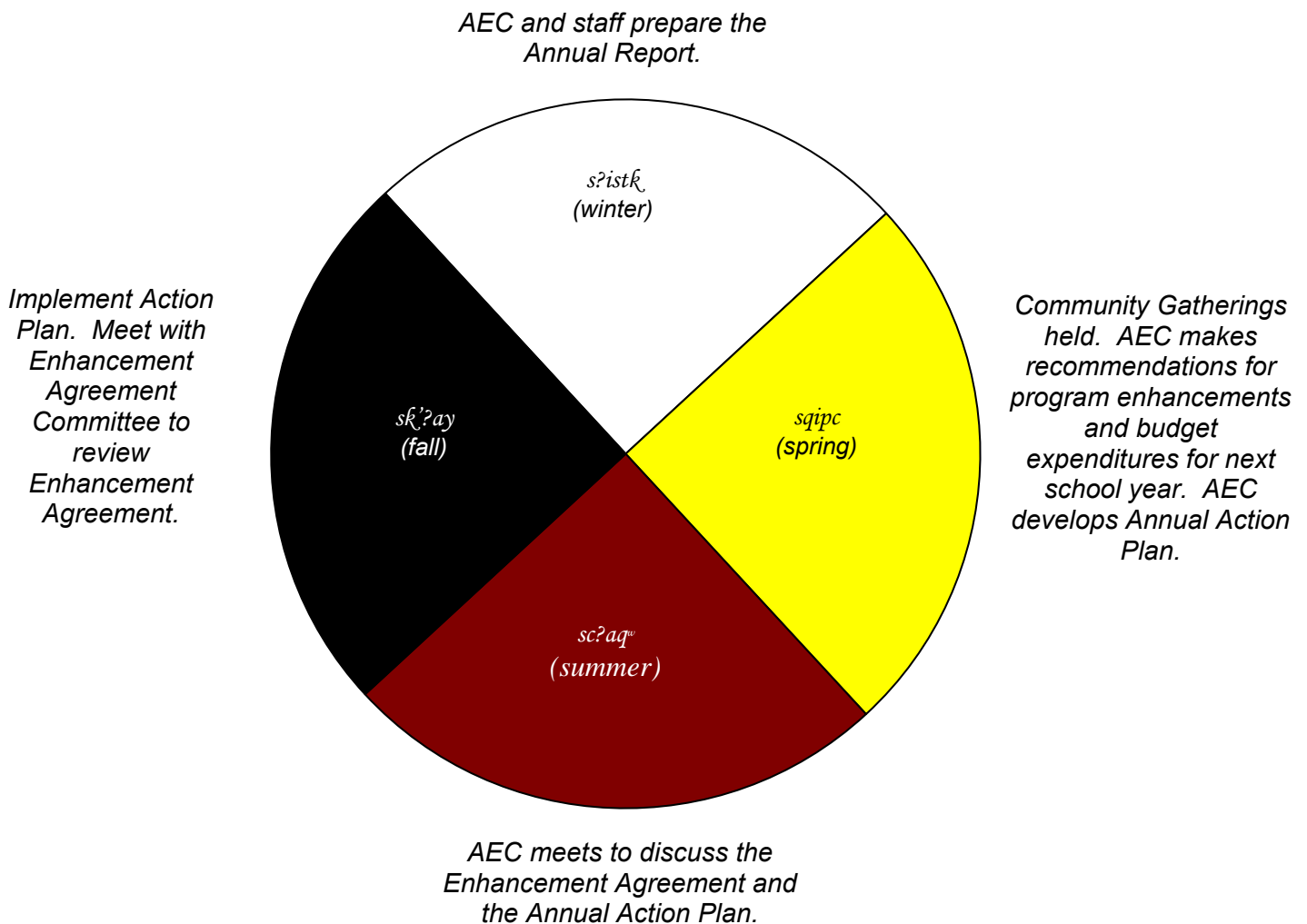
The strategies implemented to support the goals, as well as the measurable results, will be published in the annual Aboriginal Education Program Report.



Implementation

This Enhancement Agreement will be in effect from
December 11, 2006 – December 2011.

The District's Aboriginal Education Committee (AEC) will meet to review the Enhancement Agreement according to the traditional cycle of the seasons. Community gatherings will be organized to receive input from the communities. Each year, the AEC will review the district performance data, the Enhancement Agreement and the district's Aboriginal 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.



Voices from the Aboriginal students:



Why is education important to me?

"I want to get a good job." Karina

"So I'm smart." Alyssa

"You learn important things that you need to know so you can make decisions that affect the rest of your life." Chantelle

"You can make better choices when you are older." Danielle

"I believe that I have the right to learn and the obligation because my forefathers may not have had the same opportunities." Chauni

"If you want to be something in life, you have to have an education." Saydie

"It can give you a world of opportunity to do different things and to have more knowledge of the things around you." Kirsten

"I can learn more and it will help me to be a vet." Rachel

"So I can have a good future." Devon

"I want to know what people are talking about most of the time." Karina

"It arms me with knowledge to help me in life." Kyle

"So civilization can work." Janessa

"I'll be smarter than my parents." Tori

Voices from the Community

Westbank First Nation



way' xăst sxălx'alt

It is with great pride and enthusiasm that I, along with our entire Westbank First Nation council and educational staff, provide our full support to the Aboriginal Education Enhancement Agreement. We commend the students, parents, grandparents, participating communities, Aboriginal Education Committee and School District #23 staff for their involvement in developing this comprehensive and well thought out agreement.

This agreement signifies the commitment of the entire community and School District #23 to ensure that Aboriginal educational needs are being properly addressed. This is a duty and responsibility that we all share. We have faith that it will help collectively guide us to improve Aboriginal student success, accountability, relationship and trust building. Westbank First Nation commits to work with School District #23, Aboriginal groups and all those concerned to ensure this agreement accomplishes the goals set out herein for the future success of our children and community well being."

limləmt, Chief (ilmix^{wəm}) Robert Louie



Okanagan Indian Band

"On behalf of the Okanagan Indian Band Chief and Council, we would like to recognize and thank all the students, parents, grandparents, School District #23 and the Aboriginal Education Committee, for all your gifts of wisdom, knowledge, commitment and valuable assistance towards the Aboriginal Enhancement Agreement.

It is very positive and encouraging to be a part of, and contribute to the development of, an agreement that strives to increase the quality of education and success rates of Aboriginal students that are served by School District #23 and the Aboriginal Education Committee.

Furthermore, we are very confident that this agreement will serve our children well, and result in the future leaders of our communities acquiring the necessary educational tools and skills to assume their responsibilities as Sqilxw. We should not forget our elders and their teachings which they have passed on to us to bring us this far, for it is that rich culture of knowledge, respect, and wisdom derived from thousands of years of living on the land, that we breathe into this agreement, to ensure the future success of our children, so that someday they may take over as leaders in the Traditional Territory of the Syilx.

By ensuring the inclusion of the Syilx language and culture we are ensuring the future of all Sqilxw."

Wy lim limt. Chief Fabian Alexis



Okanagan Nation Alliance

“On behalf of the Okanagan Nation Alliance, I want to congratulate School District #23 and the Aboriginal Education Committee for their dedication and commitment to achieving their first ever Educational Enhancement Agreement.

This Educational Enhancement Agreement marks the first time that the School District has recognized the need to engage local Aboriginal communities as collaborative partners within the public education system. For many years, First Nations have fought for “Indian Control of Indian Education” (1972 N.I.B) and local First Nations have also fought for the right to represent the interests of First Nations students within our school. Our Nations have long recognized that education is the key factor in determining the future success not only of the individual student but of our communities, and thus Canada.

This Educational Enhancement Agreement sets targets for improving the academic achievement of Aboriginal student within the traditional Okanagan territory. Further, it recognizes the traditional territory of our Nation and the importance of integrating Okanagan culture and language within all Aboriginal education programs.

Often we strive for change but are uncomfortable with the process. On behalf of the Nation, I congratulate the Aboriginal Education Committee for their perseverance and courage to move forward and create change. It is their passion for our children, and their love of our people that has driven them to work through difficulties and focus on developing strategies for improving the academic achievement of our children. These individuals are leading the way to a future where the educational achievements of Aboriginal children will be comparable to their peers. This is their right and the legacy of this Enhancement Agreement.”

Grand Chief Stewart Phillip



Ki-Low-Na Friendship Society

“On behalf of the Ki-Low-Na Friendship Society members and Board of Directors, I would like to congratulate the School District #23 Aboriginal Education Committee for this important Enhancement Agreement. The agreement shows the importance of us working together as a community to bring about the best possible education for our children. I am especially pleased that the values represented by the Medicine Wheel underlie the details of this document. For the Enhancement Agreement to be a success, we must make sure that it is implemented by both educators and members of the community in a true partnership. Our kids often live in two worlds: one that involves their Aboriginal culture and family life, and the other represented by the school system. When they can find that balance personally, they will excel in all areas. Exposure of this agreement to everyone throughout our communities, especially Elders and youth, as well as Aboriginal School District staff members, will ensure its goals of a better education for our children are met. I am very optimistic that our students will have a better future because of the spirit of cooperation that has made this process a success. When communities work together, especially for the betterment of our youth, we are preparing our future leaders and strengthening our future generations.”

President Wayne Jack



Lake Country Native Association

"way' to all my relatives,

Lake Country Native Association honors the Aboriginal Education Enhancement Committee for their time, commitment, dedication, and visions for working towards meeting the numerous needs of our children. In order for our children to succeed, they must feel a sense of belonging and then feel respected for who they are. We have attempted to incorporate goals and indicators to work towards achieving these worthy initiatives. Our children are our future, as many Elders before us have stated, and we need to encourage, support, role model, and instill in their minds that they are valuable and sacred to our tomorrows. We feel that this agreement is a good starting point and we have a lot more work to do."

President Edna Terbasket



Kelowna Métis Association

"Tansi. As the President for the Métis community of Kelowna, I am honored in supporting this agreement. This agreement will promote the health and well being of Métis and Aboriginal students by enhancing their intellectual, physical, spiritual and emotional needs. This agreement also provides a foundation for which to build on. On behalf of the Métis citizens of Kelowna, I look forward to the future success of our Métis and Aboriginal students. As students, I encourage each and every one of you to be the best you can be, and be proud of who you are."

Megwich, President Leo Brazeau

Aboriginal Education Committee Parent Representatives

"The vision of the parent representatives is to assist Aboriginal students of School District #23 to reach their full potential and lead fulfilled lives. The foundation of life begins with family. As caregivers, we help create and maintain social ties for our students. Education is built on culture, with our schools giving the tools needed to live healthy lives. By building relationships with those close to us, we can encourage positive choices. There are two lasting bequests we can give our children: 'One is roots and the other is wings'." Hodding Carter Jr.

Sherry Landry-Braun and Milton (Tic) Williams (Parent representatives are elected by the AEC).



Central Okanagan School District #23

"It has been an honour to serve on the Aboriginal Education Committee and I wish to thank all my fellow members, and countless others, for their commitment to this agreement and to all Aboriginal students. The completion of our first Aboriginal Enhancement Agreement represents years of collaboration, understanding, and mutual respect. It does not signify the end of our journey together, but indicates the signposts to which we must refer as we continue to move forward towards our goal of ensuring success for all Aboriginal students in our school district. The Board of School Trustees is committed to supporting this Enhancement Agreement."

Moyra Baxter, Chairperson, Board of School Trustees

"Ensuring the academic success of our Aboriginal students is a trust held by all members of School District No. 23. In addition, we have the responsibility to model respect and understanding of Aboriginal culture. It is only through this combination of actions that we can fulfill our duty to provide for the physical, emotional, and educational future of these students."

Mike Roberts, Superintendent of Schools

Mission Statements from the Community



Westbank First Nation

"To provide and develop local community governmental services in the most efficient and effective manner for the overall betterment of the Band Membership and the 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

“Okanagan Métis Children and Family Services is a charitable non-profit Society that is recognized and empowered by the Métis citizens of the North, Central, and South Okanagan to provide holistic services that ensure the health and well being of the Métis community.”



Central Okanagan School District #23

“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 Enhancement Agreement.

Sincere thanks to the Aboriginal Education Committee, District staff, and community members who gave so freely of their time to develop School District No. 23's first Enhancement Agreement.

Aboriginal Education Committee:

Moyra Baxter	Chairperson, Board of School Trustees, School District No. 23
Terry Beaudry	Director of Instruction, School District No. 23
Ann Bell	Project Director, Lake Country Native Association
Denise Clough	Education Coordinator, Westbank First Nation
Coreen Jenner	CTI Coordinator, Ki-Low-Na Friendship Society
Peggy Joe	Councillor, Okanagan Indian Band
Kelly Kubik	Executive Director, Okanagan Métis Children & Family Services
Sherry Landry-Braun	Parent Representative, Aboriginal Education Committee
Loretta Swite	Councillor, Westbank First Nation
Edna Terbasket	Executive Director, Ki-Low-Na Friendship Society
Pauline Terbasket	Executive Director, Okanagan Nation Alliance
Milton (Tic) Williams	Parent Representative, Aboriginal Education Committee

Contributing Members:

Anita Andreasen	Aboriginal Student CEA, School District No. 23
Marion Barnes	Principal, Chief Tomat Elementary School
Karen Chase	Cultural Facilitator, Aboriginal Culture Program, School District No. 23
Pat Gregoire	Aboriginal Student Advocate, School District No. 23
Alice Gro	Coordinating Teacher Aboriginal Education Program, School District No. 23
Leana Marton	First Nation 12 Teacher, School District No. 23
Kathy Neufeld	Aboriginal Student CEA, School District No. 23
Darren Pendergast	Teacher/Aboriginal Student Tutor, School District No. 23
Val Richards	Roots Worker, Okanagan Métis Children & Family Services
John Simonson	Principal, Constable Neil Bruce Middle School
Nicole Werstuik	Aboriginal Student Advocate, S.D. School District No. 23