

*Territory of the
Ktunaxa Nation*

**School District 5
Indigenous Education**

**ENHANCEMENT
AGREEMENT**





MEMORANDUM OF UNDERSTANDING

between

The communities of ʔaąam and Yaąit ʔa·knuątiit

and the

Valley and Rocky Mountain Métis Associations

and the

School District 5 (Southeast Kootenay)

and the

College of the Rockies

and the

Ktunaxa Nation Council

Working together in harmony, trust, and mutual collaboration with respect and honour for all Indigenous peoples (First Nations, Métis and Inuit), we will develop culturally appropriate and meaningful programs for the benefit and success of all Indigenous learners. As partners, we jointly recognize our collective responsibility for the success of all Indigenous learners attending public schools in School District 5 (Southeast Kootenay). We, the undersigned, agree to the terms of this Indigenous Education Enhancement Agreement. This Agreement is in effect from 2023 to 2028.

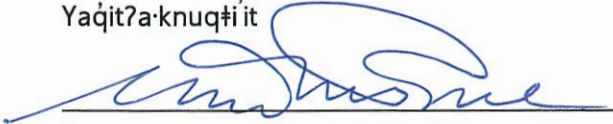
Dated in Cranbrook on the 23rd day of June 2023.



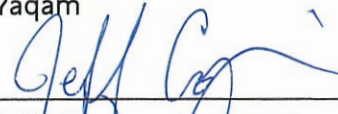
Heidi Gravelle, Nasu?kin
Yaąitʔa·knuątiit



Joe Pierre, Nasu?kin
ʔaąam



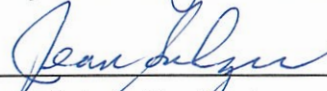
Doug McPhee, Board Chair
School District 5 (Southeast Kootenay)



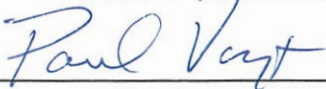
Jeff Crozier, President
Rocky Mountain Métis Association



Viveka Johnson, Superintendent
School District 5 (Southeast Kootenay)



Jean Sulzer, President
Elk Valley Métis Association



Paul Vogt, President and CEO
College of the Rockies



**Sancira Williams-Jimmy, Education and,
Employment Sector Council Representative**
Kunaxa Nation Council







VISION STATEMENT

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

PURPOSE

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

PREAMBLE

It is acknowledged that the school district operates within *ʔamakʔis* Ktunaxa.

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

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

PARTNERS

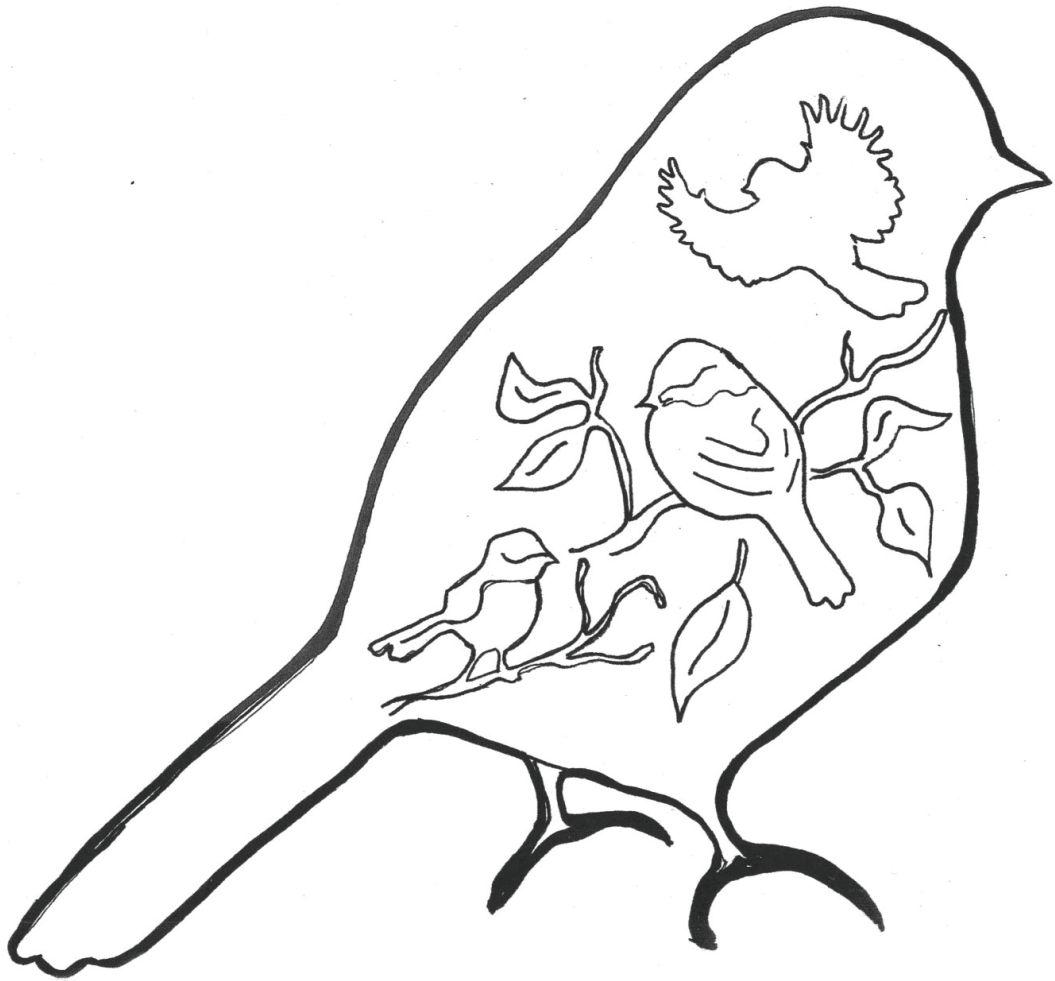
This Indigenous Education Enhancement Agreement of School District 5 (Southeast Kootenay) is acknowledged as a partnership with shared responsibility and opportunity to support Indigenous learner achievement and success sincerely.

The Partner groups are:

- The Ktunaxa communities of *ʔaąam* and *Yaąitʔa-knuąiʔit*
- Métis Nation (as represented by Elk Valley and Rocky Mountain Metis Associations)
- School District 5 Southeast Kootenay
- College of the Rockies
- Ktunaxa Nation Council

*The partners acknowledge, respect, and honour the special relationship that exists with all Indigenous peoples and communities residing within *ʔamakʔis* Ktunaxa and School District 5 (Southeast Kootenay). The partners acknowledge their responsibility to the off-reserve and urban Indigenous community. The partners are committed to a five-year plan which is reviewed annually.*







PARTNER COMMITMENT STATEMENTS



?aąam

Ki?su?k kyukyit hu sukią ąkni kin wakią ?amak?is Ktunaxa. ?aąam signs on to this Education Enhancement agreement as a representative of Ktunaxa ?aqąsmaknią on whose territory SD 5 resides. Education is one of twelve ‘tipi poles’ within Ka Kniąwi-tiyaąa, the ?aąam Community Strategic Plan. The goal of this tipi pole is “Achieving excellence through learning, based on individual strengths, passions and potential.” ?aąamnią honour our vision and goals by learning from the past and acting in the present to secure the future, respecting Qanikitąi (our values and principles). ?aąam signs on to the School District 5 Education Enhancement Agreement in the spirit of reconciliation. We are confident in the steps towards reconciliation that are being taken in partnership with SD 5 and all other signers to this Agreement. We look forward to a future where ?aąamnią, all Ktunaxa, and all Aboriginal students enjoy the same educational satisfaction and attainment as non-Aboriginal students.

Yaąit?a-knuąfi’it

Yaąit?a-knuąfi’it is committed to beginning our path to self-determination – through identity and future thinking with the support of membership. With understanding and respect for our culture and language and with the goals of the Indigenous Education and Enhancement Agreement, Yaąit?a-knuąfi’it will continue to work with School District 5 to ensure the success of our Yaąit?a-knuąfi’it students.

Rocky Mountain Métis Association



Rocky Mountain Métis Association is committed to continuing our journey towards our inherent right of self-determination and self-government as an Indigenous people. By working together, building strong ties with our brothers and sisters, by honouring our elders and knowledge keepers. Together we will stand in unity with respect and a clear understanding of our distinct language and Cultural understanding, and with the goals of the Indigenous Education and Enhancement Agreement, Rocky Mountain Métis will continue to work with School District 5 to ensure the success of our Métis students.

Elk Valley Métis Association

Métis Nation citizens in the area of School District 5 (SD5) work and support the renewal and development of Métis culture through education, research, materials development, collection and distribution of those materials. Our citizens encourage the delivery of Métis-specific educational programs and services to support Métis students of SD5 to achieve their goals.

School District 5 (Southeast Kootenay)

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





College of the Rockies

College of the Rockies is committed to being a welcoming place of learning for Indigenous students within the area of School District 5 (SD5) and fully supports the principles and goals of the Indigenous Education and Enhancement Agreement. We will work together with SD5 to ensure that we build an educational environment and pathways to post-secondary education that support Indigenous students in achieving their goals. The College will provide quality education and supports that respect Indigenous cultural values, history, and traditions.

Cranbrook Fernie District Teachers' Association

As Professional Partners in the Learning Community, the Cranbrook and Fernie District Teachers' Associations we are committed to provide an equitable learning environment that is authentic, culturally diverse, and in pedagogical alignment with the guidelines set out in the United Nations Declaration of Rights of Indigenous Peoples and the Truth and Reconciliation Commission of Canada. As partners, we seek to collaboratively provide learning opportunities that embrace Aboriginal ways of knowing, being, and learning.

Ktunaxa Nation Council

The Ktunaxa Nation Council Education & Employment Sector's primary focus is to support Ktunaxa citizens in their pursuit of Education and Employment goals. Additionally, we have the capacity to provide services to First Nation people, and in most cases, all Indigenous people within Ktunaxa ʔamakʔis. We work from a people-centred approach to support and influence the overall health and progress of Education & Employment for clients, communities, and the Nation. Our Strategic Framework mandates us to work together with Communities, other Sectors, and external partners to implement initiatives designed to achieve the Ktunaxa Nation's Vision:

“Strong, healthy citizens and communities, speaking our languages and celebrating who we are and our history in our ancestral homelands, working together, managing our lands and resources, within a self-sufficient, self-governing Nation.”





SD 5 ELDER/KNOWLEDGE HOLDERS WISH LIST



WISHES FROM OUR LOCAL ELDERS/ KNOWLEDGE HOLDERS FOR OUR INDIGENOUS STUDENTS

- That every Indigenous student graduate from grade 12 or has the tools to go on to post-secondary education with their chosen career path.
- That every Indigenous student has the opportunity to be on a path of discovery.
- That every Indigenous student has a strong support system from parents, extended family and community.
- That every Indigenous student has the opportunity and support to be an Indigenous person while also living in mainstream society.
- That every Indigenous student has a strong support network to help them achieve their goals, be proud of who they are and have pride in their heritage and culture.
- That every Indigenous student can become a role model for their community and give back to it.
- That there be increased Indigenous representation in the school staff.
- That the students have culturally appropriate Indigenous displays within the school and school staff to provide cultural safety.
- That the Indigenous students have a connection to the elders in school and community.

Joan O'Neil
Pheb Goulet
Winnie Vitaliano
Mel Ratch
Dorothy Ratch





YOUTH WISHES WISHES FROM OUR INDIGENOUS YOUTH

As Indigenous students, we need to have the following:

- **Pride in who we are and self-identify**
- **The right to live without racism**
- **A space to gather in each school that is safe and comfortable**
- **Support from our parents, teachers, staff and guardians**
- **Support to identify as Indigenous within our schools**
- **The opportunities to be role models for younger Indigenous youth**
- **Understanding from our teachers about the importance of learning more about our cultures. This learning needs to be valued at the same level or of more importance than other learning.**
- **The opportunity to continue in Indigenous programming and teachings of our culture from elementary until graduation**
- **The opportunity to share our cultures with friends through school-wide activities and events**
- **Opportunities for all students to learn the history of Indigenous peoples**
- **Opportunities to learn about Indigenous people today and current events**
- **Access to our languages**
- **Access and support for academics and post-secondary education**
- **The right to learn about Residential Schools and our peers and teachers also need to know and honour it.**
- **Teachers who are aware of our diverse learning styles and support students' talents and encourage personalized learning.**
- **Equal opportunities**





INDIGENOUS EDUCATION ENHANCEMENT AGREEMENT SCHOOL DISTRICT 5 (SOUTHEAST KOOTENAY)

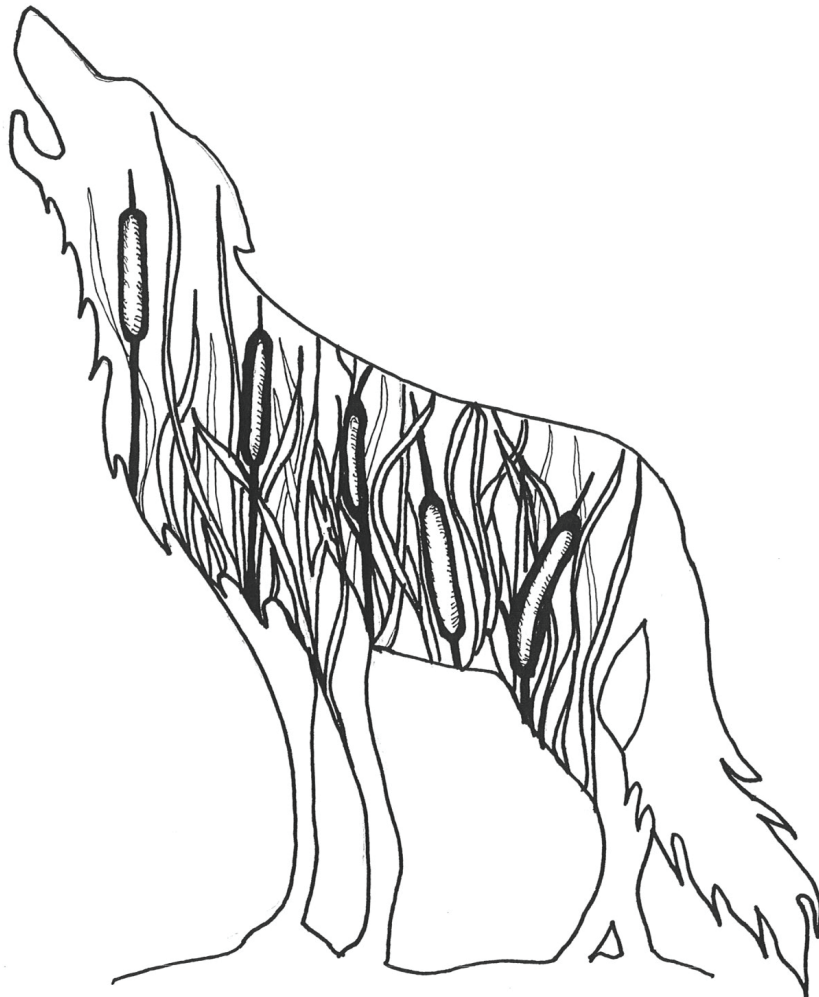
Success is the confidence in having the skills and abilities to take a meaningful place in our diverse society. Success is knowing oneself, one's gift and having a sense of belonging.

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

Adapted from thoughts shared by

Gwen Phillips

May 2004





GUIDING PRINCIPLES

Holistic Perspective

- *The philosophy of this Agreement is based on a holistic view of the Indigenous learner: we must always consider our learners' Mental, Emotional, Physical and Spiritual aspects.*

Culture

- *Indigenous learners learn about their own and other Indigenous cultures, languages, and histories*

Respect

- *Indigenous learners develop respect of self, others, and community.*
- *It is essential that all learners and teachers develop and demonstrate respect for diversity.*

Belonging

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

Achievement

- *Indigenous learners know themselves and are supported in reaching their full potential - academic and otherwise.*

Collaboration

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

Commitment

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

Celebration of Success

- *It is important to recognize and celebrate the successes of all Indigenous learners.*





GOALS AND PERFORMANCE INDICATORS



GOAL: TO SUPPORT THE SENSE OF PLACE, REPRESENTATION AND BELONGING FOR ALL INDIGENOUS LEARNERS WITHIN SCHOOL DISTRICT 5

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

Rationale: Increased awareness and understanding of Indigenous cultures, histories and languages amongst the school district and its partners will enhance Indigenous learners' sense of place, representation and belonging.

Performance Indicators:

- Students' sense of belonging as indicated by a student survey of Indigenous student Focus Groups.
- Attendance.
- Exit survey of Grade 12 students.

Objective #2: To foster and create relationships and effectively communicate with Indigenous students, School District staff, Indigenous parents/guardians and communities and the schools they attend.

Rationale: Improved communications and relationships with School District staff, Indigenous parents and partners will advance reconciliation.

Performance Indicators:

- Increased Indigenous content in school newsletters/web pages.
- Increased visible signage in Indigenous languages welcoming people to schools.
- Increased participation of Indigenous parents/guardians in Strong Start.
- Increased opportunities for Elder/Knowledge Holder involvement in schools.







GOAL: TO IMPROVE THE CONTINUED ACADEMIC ACHIEVEMENT OF ALL INDIGENOUS LEARNERS

Objective #1: Ensure students are successful in all grade-to-grade transitions leading to secondary school graduation with a Dogwood Certificate, which would assist them with further education and training.

Rationale: By focusing on essential skills, abilities and student readiness, students will be better prepared to make successful grade to grade transitions.

Performance Indicators:

- Increased number of Indigenous students leaving school with a Dogwood Certificate
- Increased successful transition in Grades K-11
- Improved transitions to Post Secondary

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

Rationale: In order to achieve and maintain success for Indigenous learners, we must continue to improve literacy. As well we must increase awareness of diverse learning styles and allow a variety of ways to represent learning.

Performance Indicators:

- Increased number of Indigenous students meeting or exceeding expectations on the Primary and Intermediate Provincial Assessments.
- Increased number of Indigenous students achieving a C+ or higher on either the Grade 10 English Provincial exam or Grade 10 English First Peoples Provincial exam (Final Mark)
- Opportunities in Language and Culture
- Literacy Coordinator
- Benchmarked assessments, Accadian
- EFP 10,11 and 12 – Professional Development of Staff/ New Grad Requirements

Objective #3: To improve numeracy at all levels.

Rationale: In order to achieve and maintain success for Indigenous learners, we must continue to improve numeracy. As well we must increase awareness of diverse learning styles and allow a variety of ways to represent learning.

Performance Indicators:

- Increased number of Indigenous students meeting or exceeding expectations on the Primary and Intermediate Provincial Assessments
- Increased number of Indigenous students achieving a C+ or higher on the Grade 10 Math Provincial exams (Apprenticeship/Workplace Math and Foundations Math) (Final Mark)
- Opportunities in Language and Culture
- Benchmarked assessments, Dibbles Math





Objective #4: To encourage and support Indigenous learners to pursue their personal future aspirations with purpose, options and dignity.



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

Performance Indicators:

- Improved six-year Dogwood requirements for Indigenous students.
- Increased number of students involved in programs that lead to further education.
- Increased awareness of scholarships
- Connections with the COTR Indigenous Student Mentor
- Train in Trades, Work in Trades





ACTIONS

GOAL: TO SUPPORT THE SENSE OF PLACE, REPRESENTATION AND BELONGING FOR ALL INDIGENOUS LEARNERS WITHIN SCHOOL DISTRICT 5

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

Actions:

- Increase student participation in cultural activities in schools and communities (e.g., Pow Wows, ʔaᑭam community wood day, trappers presentation, Community Events, Kitchen Party).
- Ensure all School District 5 staff have an opportunity to participate in a cultural awareness activity.
- Provide professional development opportunities for all employees of the school district to participate in indigenization training and workshops (e.g., SD5 Indigenous Pro D, Ktunaxa Language class).
- Increase Indigenous presence in schools (e.g., resource people, role models, Indigenous art, languages and dance, Indigenous Logo, Land Acknowledgements, Core Competencies).
- Collaborate with the Ktunaxa Nation Traditional Knowledge and Language Sector to begin the development of local history lessons with a strong Ktunaxa perspective.
- Increase visible language, history and cultural representation in school/district newsletters and websites.
- Increase the use of School District Indigenous resources, including Grade 4 Ktunaxa and Grade 4 Métis Teaching Kits, Pakmi Nukyuk Kits.
- Integrate Indigenous content in all grade level curricula, including Kindergarten.
- Promote websites and podcasts with Indigenous content in classrooms (e.g., FNEESC, BCTF, First Voices, ʔaᑭamnik school, Christopher Horsethief).
- Partner with the College of the Rockies to increase the language courses available.
- Every school will have a designated space or place for Indigenous students to gather.
- Indigenous Hiring Preference Policy.
- Integrate Indigenous people's cultures, languages and histories throughout the curriculum.
- To assist in the development of a Ktunaxa language program from K-12.





Objective #2: To build relationships and effectively communicate with Indigenous students, School District staff, Indigenous parents/guardians and communities and the schools they attend.

Actions:

- Increase participation of staff and students in Indigenous community events.
- Maintain the Enhancement Agreement Committee and ensure all stakeholders are aware of the Agreement.
- Increase Indigenous student participation in extra-curricular activities and encourage Indigenous family participation in school activities.
- Encourage Indigenous students and their families to attend school functions.
- Encourage the establishment of Indigenous student clubs.
- Encourage Indigenous student participation in student councils and District Student Advisory Councils.
- Increase the use of Elders/Knowledge Holders in all schools.
- Use the District website to promote and report on activities that support the Objective.
- Assist parents and students in understanding rights and processes concerning their student's education.

GOAL: TO IMPROVE THE ACADEMIC ACHIEVEMENT OF ALL INDIGENOUS LEARNERS

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

Actions:

- The District will make sure Indigenous students and their parents/guardians are aware of the various educational choices that are available to them in order to make decisions about their program or career planning.
- Provide support for Indigenous students with grade-to-grade transitions in the graduation years (grades 10 – 12).
- Increase access to out of school support for Indigenous learners (e.g., out of class homework clubs, tutoring programs).
- Support students at key transition points (e.g., increased contact between feeder schools/ receiving schools, combined activities with transitioning students and the receiving schools, peer support groups and informational parent meetings for those parents of students in transitional grades).





- Support students in improving social well-being (e.g., programs that address anti-bullying, relational aggressive behaviour, Children in Care, substance abuse, and sexual orientation)
- Maintain and expand areas of collaboration and accountability with other Ministries and agencies that support transition.
- Develop and promote professional development in instructional strategies to assist educators to improve the success rates of Indigenous students.
- Support the professional development of all staff in understanding the complexity of learning styles.
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- Support the professional development of all staff in understanding the complexity of learning styles.

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

Actions:

- Increase the use of Indigenous resources in classes and libraries and increase the use of culturally relevant writing topics.
- Promote Indigenous family attendance at Strong Start Centre's
- Utilize Literacy Support Teacher in promoting Indigenous content novels and strategies to improve skills for Indigenous learners.
- Use appropriate instructional tools that address the learning needs of Indigenous learners with Individualized Education Plans.
- Literacy data will be gathered, analyzed and used to help improve literacy programs.
- Improve the accessibility of educational resources reflecting Indigenous languages.
- Promote and offer English First Peoples Grades 10, 11 and 12 in all district high schools
- Support the professional development of all staff in understanding the complexity of learning styles.
- Support Professional Learning Communities in schools.
- Continue to track cohort data to see if students are improving.





Objective #3: To improve numeracy at all levels.

Actions:

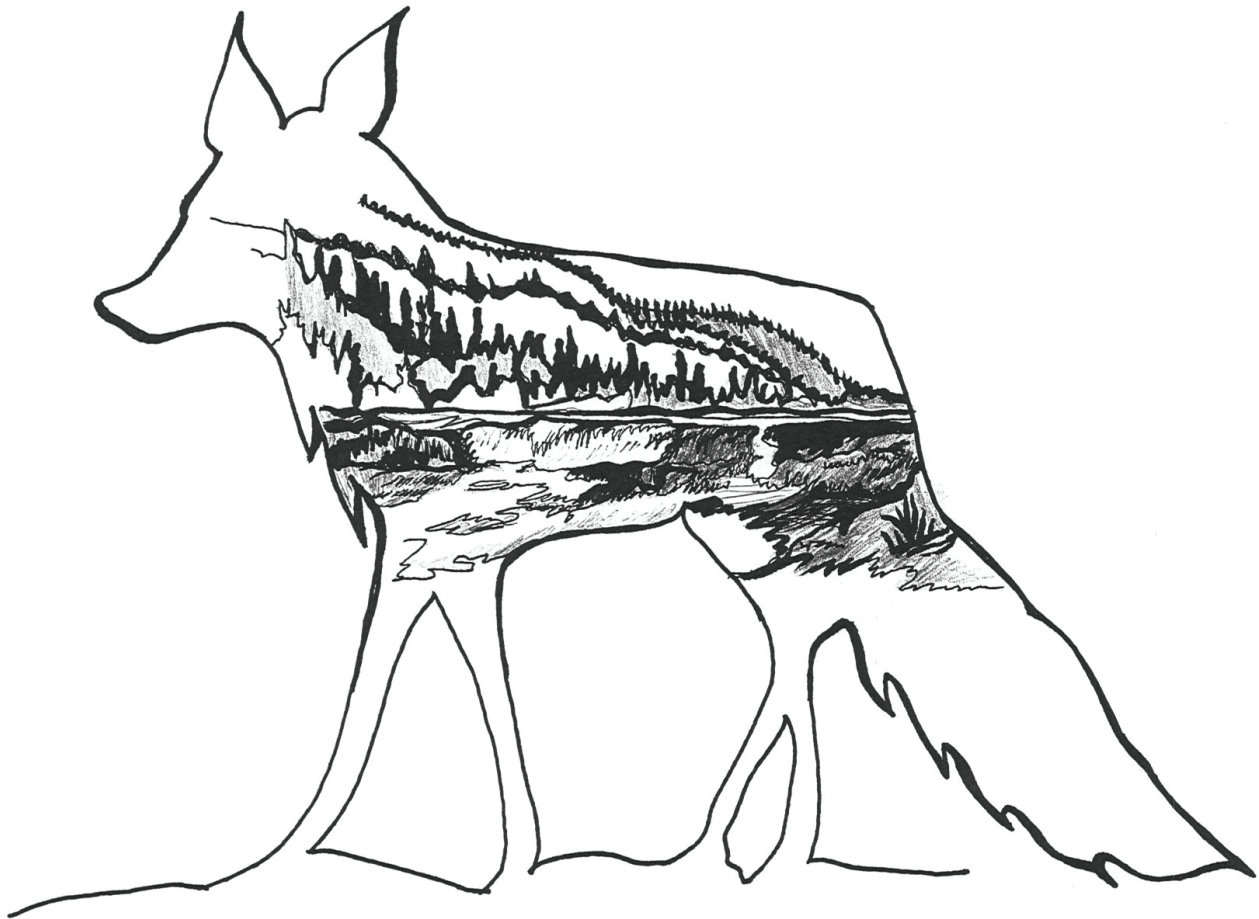
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- Support the professional development of all staff in understanding the complexity of learning styles.
- Support Professional Learning Communities in schools.
- Continue to track cohort data to see if students are improving.

Objective #4: To encourage and support Indigenous learners to pursue their personal future aspirations with purpose, options and dignity.

Actions:

- Increase awareness of both public and Indigenous post-secondary institutions and programs.
- Increase awareness of employment opportunities.
- Develop a list of Indigenous community role models and increase the visibility of Indigenous community role models who are successful in achieving their goals.
- Encourage family and community support for education.
- Encourage career aptitude testing and increase time spent in course selection.
- Provide information for external credit for Indigenous cultural activities as outlined in the Provincial Ministry Standards.
- Student mentors at the COTR working with or interacting with students from the School.





AGREEMENT REVIEW

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

Ktunaxa (<i>?aam & Yait?aknui'it</i>)	4
Métis (Elk Valley & Rocky Mountain Métis Associations)	2
Urban Indigenous (Cranbrook & Elk Valley)	2
School District (District Based) Education Administrator	1
School District Teacher (Cranbrook and Elk Valley)	2
School District AESW/CUPE Elementary	1
School District AESW/CUPE Secondary	1
School District Indigenous Students (Cranbrook and Elk Valley)	4 (minimum)
School District (School Based) Administrator Elementary	1
School District (School Based) Administrator Secondary	1
School Board Trustee	1
Enhancement Agreement Coordinator	2
College of the Rockies	1
Elders	2 (minimum)

The quorum of this Committee will be 13 of the 25 seats.

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

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

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

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

This Committee will also prepare, review, discuss and distribute the Annual Report. This report will consist of the following:

- a review of current data and progress on achieving targets,
- anecdotal reporting on programs and successes,
- recommendations.

The Partners are committed to a five-year plan which is reviewed annually and appended to the School District Achievement Contract.

The committee will work towards a consensus decision-making process. If a consensus cannot be reached, then a majority vote of the Committee members will take place.

PROPOSED IMPLEMENTATION PLAN

Year One:

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

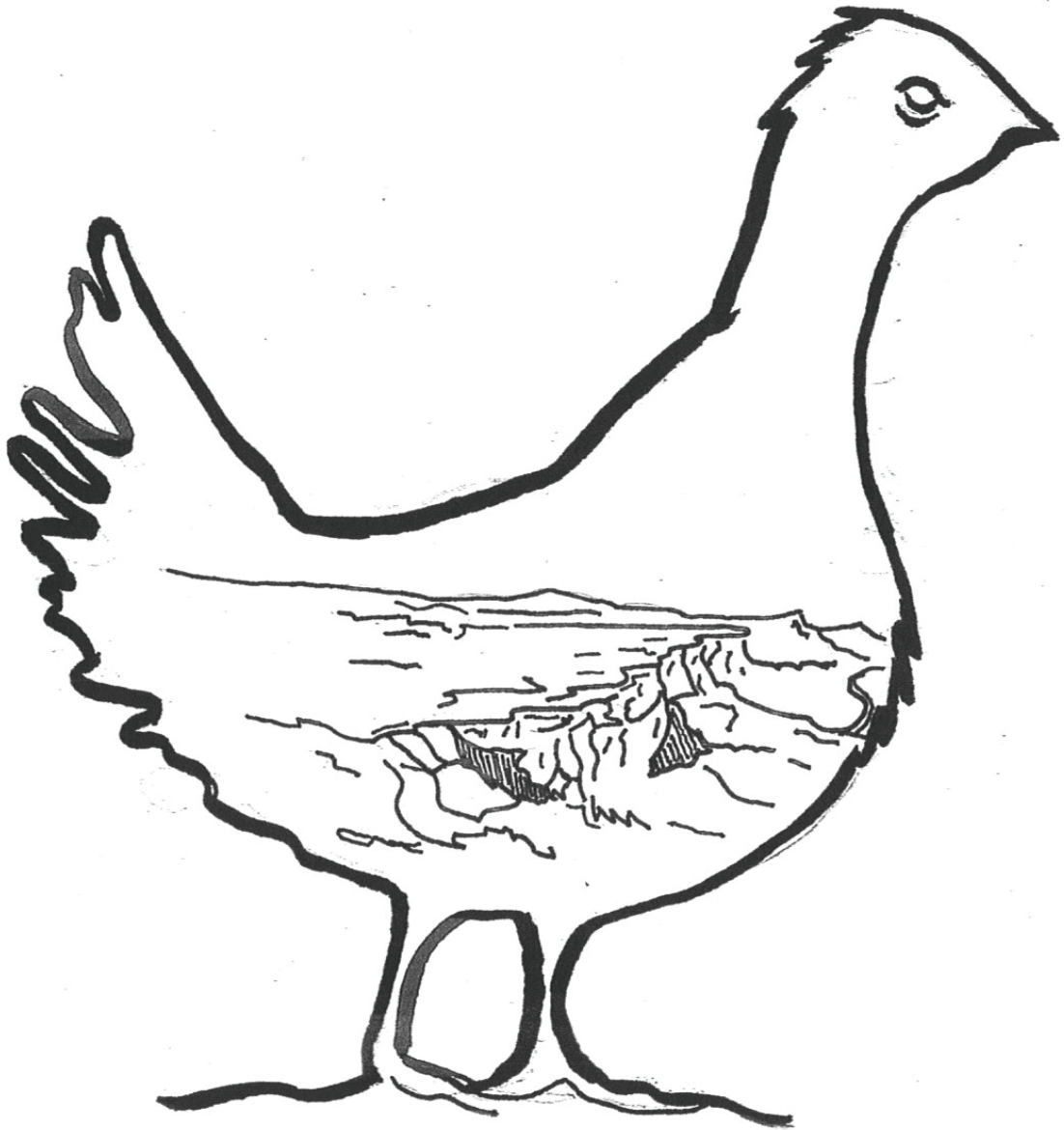
Years Two-Four:

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

Year Five:

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







ACKNOWLEDGEMENTS *(Fourth Enhancement Agreement)*

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

Aaliyah Morning Owl	Mount Baker Secondary Student, SD5
Alison Dawson	CDTA-Rep, SD5
Alizae George	Mount Baker Secondary Student, SD5
Amanda Skene	Executive Assistant, SD5
Ammon Beaune	Sparwood Secondary Student, SD5
Amy Connochie	Rocky Mountain Métis Association,
Amy Reid	Indigenous Support Counsellor, SD5
Ava Anderson	Sparwood Secondary Student, SD5
Bonnie Harvey	Governance Coordinator, ʔaǰam
Cailey McLean	Sparwood Secondary Student, SD5
Claudette Moran	Community Services Manager, Yaǰit ʔa-knuǰi 'it
Dana Wesley	Executive Director Indigenous Strategy and Reconciliation, COTR
Dave Hill	BCPVPA- Rep, SD5
David Standing	BCPVPA- Rep, SD5
Dorothy Ratch	Elder, SD5
Doug McPhee	Trustee, SD5
Eryn Geddes	Director of Education and Learning, ʔaǰam
Faye O'Neil	Indigenous Coordinator, SD5
Gail Rousseau	Executive Assistant, SD5
Hannah Crawford	Sparwood Secondary Student, SD5
Isaiah Sheppard	Mount Baker Secondary Student, SD5
Jacque Dust	Education and Industry Relations Manager, KNC
Jason Tichauer	Director of Indigenous Education, SD5
Jean Sulzer	Elk Valley Métis Association
Jennifer Doll	CDTA- Rep, SD5
Joan O'Neil	Elder, SD5
Joe Pierre	Indigenous Education Coordinator, SD5
Karen Smith	Education Program Manager, ʔaǰam
Kieara Belisle	Mount Baker Secondary Student, SD5
Kootenai Shottanana	Mount Baker Secondary Student, SD5
Korbin Birdstone	Mount Baker Secondary Student, SD5
Louis Gonsalvez	FDTA-Rep, SD5
Lydia Birdstone	Mount Baker Secondary Student, SD5
Mary Elliott	Indigenous Support Worker, SD5
Megan Bremner	Team Lead of Contracts & Client Services, KNC
Mel Ratch	Elder, SD5
Natanik Howling	
Wolf Cardinal	Mount Baker Secondary Student, SD5





Natasha Gamache	Indigenous Support Worker, SD5
Pat Moore Elder	Elk Valley Métis Association,
Paul Vogt	President, COTR
Pheb Goulet	Elder, SD5
Rebecca Bauer-Robinson	Indigenous Support Worker, SD5
Shaila Holmes	Wellness Coordinator, Yaqit ?a:knuqti 'it
Shannon Georgopoulos	Rocky Mountain Métis Association,
Teejay Joseph	Mount Baker Secondary Student, SD5
Winne Vitaliano	Elder, SD5

ACKNOWLEDGEMENTS *(Third Enhancement Agreement)*

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

Aaron Thorn	Principal, Amy Woodland Elementary School, SD5
Alison Dawson	Aboriginal Education Representative CFTA, SD5
Andrew Judge	Coordinator, Aboriginal Education, COTR
AriAnne Palmer	Student, Mount Baker Secondary School, SD5
Avery Hulbert	Indigenous Education Coordinator, COTR
Brianna Wilkinson	Student, Mount Baker Secondary School, SD5
Codie Morigeau	Director of Education and Employment, Ktunaxa Nation
Darrell Bethune	Dean, Business and University Studies, COTR
Dave Hill	Vice-Principal, Mount Baker Secondary School, SD5
David Standing	Principal, Kootenay Orchards Elementary, SD5
Emily Moses	Student, Sparwood Secondary School, SD5
Faye O'Neil	Aboriginal Education Support Worker, SD5
Gail Rousseau	Executive Assistant, SD5
Geri Guse	Rocky Mountain Métis Association
Heather Hepworth	Dean of Health and Human Sciences, COTR
Jason Tichauer	Director of Student Learning, Aboriginal Education, SD5
Jennifer Hutchinson	Aboriginal Education Support Worker, SD5
Jodi Gravelle	Chief Operating Officer, ?aqam
Joe Pierre	Aboriginal Education Enhancement Agreement Facilitator, SD5
Kaitlyn Hoeksema	First Nations Student Mentor, COTR
Kiara Lindley	Student, Sparwood Secondary School, SD5
Marlin Ratch	President, Rocky Mountain Métis Association
Michael Derech	Director of Education, ?aqam
Peter Wegener	Aboriginal Education Support Worker, SD5
Raven Fisher	Student, Mount Baker Secondary School, SD5
Shelby Hutchinson	Employment Coach, Education and Employment, Ktunaxa Nation
Stan Chung	Vice-President Academic, COTR
Trina Ayling	Trustee, SD5
Wendy Haley	Education Coordinator, ?aqam





ACKNOWLEDGEMENTS *(Second Enhancement Agreement)*

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

Adrian Cardinal	Student, Mount Baker Secondary School, SD5
Alison Dawson	Teacher on Call, SD5
Alison Farkvam	Indigenous Education Support Worker, SD5
Amanda Roan	Education Liaison, St. Mary's Indian Band
Betty Robb	Indigenous Education Support Worker, SD5
Bill Gook	Superintendent of Schools, SD5
Bonnie Scott	Indigenous Education Support Worker, SD5
Brady Maracle	Student, Mount Baker Secondary School, SD5
Brenda Maudie	District Principal, Special Education/Indigenous Education, SD5
Colleen Trozzo	Indigenous Education Support Worker, SD5
Connor Hilton	Student, Elkford Secondary School, SD5
Dan Noble	Teacher, Fernie Secondary School, SD5
David Standing	Principal, Gordon Terrace Elementary School, SD5
Debbie Blais	Teacher, Jaffray Elem. Jr. Secondary School, SD5
Debbie McPhee	Indigenous Education Support Worker, SD5
Doug McPhee	Acting District Principal of Indigenous Education, SD5
Dr. Laura Cooper	Dean of Instruction, College of the Rockies
Gerry Legare	Past Director, Kootenay Region Métis President's Council
Jane Fraser	Teacher, Isabella Dicken Elementary School, SD5
Janice McElwee	Executive Assistant (recording), SD5
Jean Sulzer	President, Elk Valley Métis/Parent
Jessica Teeple	Student, Fernie Secondary School, SD5
Joan O'Neil	Elder in Residence, Mount Baker Secondary School
Joe Pierre	Indigenous Education Enhancement Agreement Facilitator, SD5
Johanna Kinsman	Indigenous Education Support Worker, SD5
John Barnes	Indigenous Education Support Worker, SD5
Karen Smith	Director of Education, St. Mary's Indian Band
Keith Regular	Principal Elkford Secondary School, SD5
Kristin Whitehead	Student, Mount Baker Secondary School
Krystal Anderson	Student, Mount Baker Secondary School, SD5
Leanna Gravelle	Education Coordinator/Social Education, Tobacco Plains Indian Band
Lois Elia	Indigenous Education Support Worker, SD5
Marguerite Cooper	Elder in Residence, Mount Baker Secondary School
Mary Elliott	Indigenous Education Support Worker, SD5
Mary Mahseelah	Chief, Tobacco Plains Indian Band
Maryann Miller	Teacher, Steeples Elementary School, SD5
Michelle Chechotko	Teacher, F. J. Mitchell Elementary School, SD5





Mystis Stanvick	Student, Fernie Secondary School, SD5
Natasha Gamache	Indigenous Education Support Worker, SD5
Paetonn MacPherson	Student, Mount Baker Secondary School, SD5
Patrick Cardinal	Councilor, St. Mary's Indian Band Chief and Council
Pauline Andrew	Education Liaison Worker, St. Mary's Indian Band
Ray Kitt	Vice Principal, Parkland Middle School, SD5
Ronalie James	Indigenous Education Support Worker, SD5
Rosemary Phillips	Education Liaison, St. Mary's Indian Band
Roy McLean	Retired Superintendent, SD5
Shae-Lynn Shepherd	Student, Fernie Secondary School
Sharon Trefry	Indigenous Education Support Worker, SD5
Ted Cadwallader	Indigenous Education Branch, Ministry of Education
Terry Anonson	Director, Kootenay Region Métis President's Council
Trina Ayling	Trustee, SD5
Troy Sebastian	Board of Education, St. Mary's Indian Band
Victor Jim	Indigenous Education Branch, Ministry of Education
Wendy Favel	President, Cranbrook Métis/Parent
Zachary Huisman	Student, Elkford Secondary School, SD5

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Sandra Beaver	Parent, Dene Nation
Roy McLean	Retired Superintendent, SD5
Debbie McPhee	Indigenous Education Support Worker, SD5
Doug McPhee	Acting District Principal of Indigenous Education, SD5
Maryann Miller	Teacher, Steeples Elementary School, SD5
Dan Noble	Teacher, Fernie Secondary School, SD5
Joan O'Neil	Elder in Residence, Mount Baker Secondary School
Rosemary Phillips	Education Liaison, St. Mary's Indian Band
Joe Pierre	Indigenous Education Enhancement Agreement Facilitator, SD5
Keith Regular	Principal, Elkford Secondary School, SD5
Amanda Roan	Education Liaison, St. Mary's Indian Band
Betty Robb	Indigenous Education Support Worker, SD5
Bonnie Scott	Indigenous Education Support Worker, SD5
Troy Sebastian	Board of Education, St. Mary's Indian Band
Jean Sulzer	President, Elk Valley Métis/Parent
Shae-Lynn Shepherd	Student, Fernie Secondary School, SD5





Karen Smith
David Standing
Mystis Stanvick
Jessica Teeple
Sharon Trefry
Colleen Trozzo
Kristin Whitehead

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