



**stqá?tkʷłniwt sqilxʷ / Westbank First Nation and
Central Okanagan Public Schools
Local Education Agreement - Terms of Reference
2022-2027**

LEA OVERSIGHT TEAM:

BACKGROUND

Westbank First Nation ("WFN") and the Central Okanagan Public Schools ("the Board") believe that the Local Education Agreement ("LEA") provides a significant opportunity to come together to focus on ways to improve educational outcomes for WFN students, while fostering the relationship necessary to accomplish mutual goals. This Local Education Agreement is the eighth signed Agreement, reflecting equitable opportunities to respond to the unique needs of WFN students and families. This five-year agreement was signed June 27, 2022.

Purpose of the Local Education Agreement Oversight Team

WFN and the Board establish a joint LEA Oversight Team responsible for overseeing the implementation of this Agreement, with representatives from WFN, the Board, sənsisyustən - House of Learning, and three Westside Central Okanagan Public Schools where WFN students attend.

1. Overarching Commitment

WFN and the Board believe that for this LEA to be effective it must uphold the belief that each WFN student can excel and achieve high educational standards. The LEA Oversight Team will provide continuous, open communication with representatives of the Board regarding student support, family support, and any other topics related to enhancing the education success of WFN students. The LEA Oversight Team will annually review and consistently apply the Talking Circle protocols for all meetings and take the "Cultivating Safe Spaces".

2. Term

The membership of the LEA Oversight Team will be established for the duration of the LEA.

3. Membership of the LEA Oversight Team

The LEA Oversight Team will include the following:

- Elder Representative, Westbank First Nation
(*To be assigned by WFN representatives on the LEA Oversight Team*)
- Director of Community Services, Westbank First Nation
- Principal, sənsisyustən House of Learning, Westbank First Nation
- Manager of Youth and Recreation, Westbank First Nation
- Education Resource Coordinator, Westbank First Nation
- Superintendent of Schools/CEO or Designate, Central Okanagan Public Schools

- Director of Instruction - Indigenous Education and Equity, Central Okanagan Public Schools
- Three Principal or Vice-principal representatives from the Westside Central Okanagan Public Schools (Elementary, Middle, Secondary)





The LEA Oversight Team will be co-chaired by a member of WFN and a District staff representative as agreed upon by the LEA Oversight Team. The Elder will receive an honorarium per meeting.

4. Goals and Measurables:

Goal 1: WFN and the Board supports a local Syilx cultural presence in schools to foster a sense of belonging and school success for each WFN student.

Goal 2: Elementary, middle, and secondary WFN students will be invited to participate in age-appropriate talking circles (during year 2 and year 4 of this Agreement) to gather insight into their learning priorities and social/emotional well being.

Additionally, student achievement will be reported through:

Chief Black Bear (skəmxist) 	Chief Bitterroot (sp'iłəm) 	Chief Saskatoon Berry (siya?) 	Chief Spring Salmon (ntityix) 
Early Learning Profile Data;	Grade Level Attendance;	Learning Updates (Report Card Data);	Learning Updates (Report Card Data);
Learning Updates (Report Card Data);	Learning Updates (Report Card Data);	Grade 4, 7, 10, and 12 Satisfaction Surveys;	Grade 4, 7, 10, and 12 Satisfaction Surveys;
Grade 4 and Grade 7 Foundation Skills Assessment (FSA) results;	Grade 4, 7, 10, and 12 Satisfaction Surveys;	Transition Plan Data (Elementary /Middle /Secondary and Post-Secondary);	Suspension Data;
Grade 4, 7, 10, and 12 Satisfaction Surveys;	Transition Plan Data (Elementary /Middle /Secondary and Post-Secondary);	Extracurricular involvement;	Transition Plan Data (Elementary /Middle /Secondary and Post-Secondary); a
Transition Plan Data (Elementary/Middle/Secondary and Post-Secondary);	WFN students enrolled in Indigenous course opportunities.	WFN students enrolled in Indigenous course opportunities.	WFN students enrolled in Indigenous course opportunities.
Graduation Rates;			
WFN students enrolled in Indigenous course opportunities.			

concept based on Central Okanagan Public Schools – [Attributes of a Learner](#)

Goal 3: The LEA Oversight Team will provide opportunities for WFN parents/caregivers to provide feedback at WFN/Board Community partner initiatives. (ie. Parent information nights, talking circles, surveys etc.)

5. Honouring the Four Food Chiefs

The LEA Oversight Team will view their responsibilities, as written in the LEA, through the lens of the Four Food Chiefs, ensuring a culturally responsive approach to supporting WFN students and families.

Chief Black Bear (skəmxiŋst)

(2.4) WFN and the Board will assess the progress of WFN students to ensure that each WFN student's educational needs, specifically intellectual, emotional, spiritual, and physical, are being addressed.

(2.10) WFN and the Board will collaborate to foster an understanding of syilx culture, as well as promote cultural humility for all staff.

(3.2) The Board will work with WFN to increase awareness of skelowh among all students by providing the infusion of syilx values, cultures, history and traditions through field studies and opportunities for land-based learning.

(3.10) The Board expects the inclusion of First Peoples Principles of Learning in the delivery of the redesigned curriculum for kindergarten through to grade 12.

Chief Bitterroot (sp'íłəm)

(2.3) WFN and the Board will support and encourage the active participation and involvement of WFN parents and families in public schools.

(2.7) The sənsisyustən principal, the school principals, and the Director of Instruction - Indigenous Education and Equity and/or designate will meet during the year and on an emergent basis, as needed, to ensure successful transfers for sənsisyustən students entering into the public school system, returning to sənsisyustən, or transitioning to a middle school the following year.

(2.8) The sənsisyustən principal, the middle school principals, the Director of Instruction - Indigenous Education and Equity and/or designate, and the school-based Indigenous Student Advocates will collaborate at the beginning of each school year to establish a year-long transition plan to support students transitioning to a middle school the following year.

(3.4) The Board's representative will liaise with the Central Okanagan Teachers Association, Canadian Union of Public Employees Local 3523, and the Central Okanagan Principals' and Vice-Principals' Association, and will request that they extend an invitation to sənsisyustən staff to participate in professional meetings, conferences, and training sessions.

(3.5) The Board's representative will connect the Principal of sənsisyustən with the Westside Family of Administrators to strengthen relationships and engage in ongoing professional learning opportunities.

(3.8) The Board's representative will actively involve and ensure an awareness of this LEA by all those who play important roles in the success of WFN students including Principals, Vice-Principals, and staff.

Chief Saskatoon Berry (siya?)

(2.2) The education of WFN students is a shared responsibility between the student, parent(s), caregiver(s), family, community, staff, schools and the School District.

(2.5) WFN and the Board will establish a community-based table, including representatives from WFN and the Board, to align services and supports to meet the needs of WFN priority students.

(2.9) The Board, in conjunction with WFN, will provide assistance to middle/secondary WFN students, regarding career counselling and options for meeting graduation requirements to support a range of pathways to post-secondary education or employment.

Chief Spring Salmon (ntityix)

(2.6) WFN and the Board agree, in consultation with parents/guardians, to implement culturally responsive interventions to resolve student discipline issues involving WFN students.

(2.11) WFN and the Board will cooperate to share resources and personnel, as available, to enhance student learning, staff professional development, and parent/family workshops.

(2.12) WFN Council and the Board will meet annually to discuss the equitable opportunities for WFN students under this LEA, student performance information, and financial information related to this LEA. (ie. Learning updates /Report Card data), suspension data, attendance data, and graduation rates).

(3.1) The Board will provide to WFN students quality educational programs in accordance with the School Act, equitable access and opportunity, and culturally relevant programs in accordance with the terms of this LEA.

(3.6) The Board's representative will prepare a bi-annual report on the progress of achieving the goals within the LEA. (The LEA Oversight Team will review the bi-annual LEA progress report prior to the report being presented to WFN Council and the Board of Education.)

(4.3) WFN will assist the Board's Indigenous Education Department in the delivery of cultural programming for schools by providing a list of local knowledge keepers.

(4.4) WFN will guide the Board's Indigenous Education Department in honouring syilx protocols and language at District and school events.

6. Local Education Agreement (LEA) Oversight Meetings

The LEA Oversight team will meet four times per year during the months of August, November, February, and May. Other meetings may be called to manage emergent issues as they arise.

7. Westbank First Nation Community-Based Table Meetings

The purpose of the WFN Community-Based Table is to bring together WFN staff and Central Okanagan Public Schools staff to align services and supports to meet the needs of WFN priority students.

Parents/caregivers, students, school district personnel, and community supports will be invited, as needed.

Parents/caregivers must provide consent for the student to be discussed at the Community-Based Table. WFN will seek consent at the beginning of each school year.

The Community-Based Table will be co-chaired by the WFN Education Resource Coordinator and a

Central Okanagan Public Schools' District Indigenous Education administrator. The Community-Based Table meetings will be held as needed.

Although there will no minutes taken, there will be a Student Support Plan developed. Individuals are responsible for their own action items.

All parties agree that all meetings and everything shared will be strictly confidential and not to be shared outside this table, except for educational reporting purposes. The purpose of sharing is to collaborate on ways to improve educational outcomes for WFN priority students.

8. Code of Conduct

The LEA Oversight Team and all those attending the WFN Community-Based Table meetings will uphold the values of truth, respect, honesty, empathy, equity, and professionalism.

9. Definitions

Priority Student is a WFN student who has been identified as finding learning more challenging based on the following factors: not meeting learning outcomes, significant absence from school, not transitioning to the next grade, failing courses, behavioural/social/emotional challenges, under suspension, not at a grade level, and/or is a child in care.

