

Aboriginal Enhancement Agreement



School District No. 10 (Arrow Lakes)
New Denver – Nakusp – Burton – Edgewood
Serving the communities of the Arrow and Slokan Lakes

Arrow Lakes Aboriginal Enhancement Agreement

Enhancement Agreement

A committee of interested parents of aboriginal students, Circle of Aboriginal Women and Friends, Nakusp and District Museum, community members, and School District #10 staff met in February 2007 to develop an understanding of the purpose of an enhancement agreement, voice concerns and issues, and set a direction for an Enhancement Agreement. The Arrow Lakes Aboriginal Education Enhancement Council (ALAEEC) was formed. During the 2007-2008 school year, the Council developed a first draft. Revisions to the draft were made during the 2008-2009 and 2009-2010 school years.

A student of Aboriginal Ancestry is “defined as a school-age student who has self-identified as being of Aboriginal Ancestry (First Nations, status and non-status, Métis, and Inuit).”

Preamble

The representatives of Aboriginal parents, Community members, Nakusp and District Museum, Circle of Aboriginal Women & Friends, and School District No.10 share the collective responsibility for the Arrow Lakes Aboriginal Enhancement Agreement through the Arrow Lakes Aboriginal Educational Enhancement Council (ALAEEC).

It is acknowledged that there is no defined First Nations Band within the Arrow Lakes School District boundaries. The school district falls within the traditional territory of the Sinixt Nation. The ALAEEC acknowledges this relationship with the Sinixt heritage as well as a commitment to embrace other aboriginal peoples since we have a diverse population of students with Aboriginal ancestry.



Grizzly Bear, share your power and medicine.

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The ALAEEC supports:

- A holistic educational approach to improve the knowledge, understanding and awareness of Aboriginal culture throughout the school district.
- Educational programs and services that are broad-based and inclusive and reach out to all students of Aboriginal ancestry as well as non-aboriginal students.
- The increase of Aboriginal cultural content in all sections of study by incorporating cultural content lesson plans to all students to enhance awareness, respect and appreciation of Aboriginal culture.
- Targeted educational support for at-risk students of Aboriginal ancestry.

The ALAEEC is committed to working with the School District to:

- Provide a variety of opportunities for Aboriginal students to enhance their sense of belonging and pride in their Aboriginal ancestry.
- Provide interventions in the context of supporting the “whole child” i.e. physical and emotional health.
- Provide district-wide Aboriginal culture events presented by Aboriginal peoples. Initial focus will be on the Sinixt First Nation’s history and territory. Then branch out to include awareness of other Aboriginal cultures, history, and territory.
- Identify and provide learning support to at-risk students of Aboriginal ancestry.
- Provide professional development to school staff to enhance understanding of Aboriginal culture and learning styles.
- Create a commitment statement with our adult Aboriginal community in year two of this agreement which focuses on finding ways to experience healing by embracing and promoting Aboriginal cultural diversity.

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Coyote, share your insight and playfulness.



Purpose

The purpose of this Aboriginal Enhancement Agreement is:

- To ensure that all students of Aboriginal ancestry achieve academic and social success.
- To honour and acknowledge the histories of our students and families of Aboriginal ancestry.
- To enhance the sense of belonging of Aboriginal students within their communities through shared knowledge and experiences with all students in their school communities.
- To enhance all students' understanding and appreciation of First Nations culture, history and spirituality.
- To provide an opportunity for healing through understanding and creating a sense of community.
- To be sensitive to the needs of our students and parents of Aboriginal ancestry and embrace the whole child – intellectually, culturally, physically, emotionally, and spiritually, in the context of the greater community.

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Principles

The performance goals identified in this agreement are those where there is assurance that the data can be:

- Tracked over time with authenticity to inform program design and delivery;
- Utilized to guide effective instructional strategies;
- Used to determine targets and to create reports that will be shared with all community partners;
- Reflected in the School Improvement Plans and the District Achievement Plan.

Performance Goals and Objectives

Goal #1: Enhance the Aboriginal student's sense of belonging and improve self-esteem.

Rationale: We believe that increased awareness, knowledge, appreciation, and respect for Aboriginal culture and history will improve students' sense of belonging and self-esteem.

Indicators of success:

- Increased participation of Aboriginal students in cultural activities in school and community.
- Increase in Aboriginal students taking a leadership role in their school and community.
- Increased participation of Aboriginal students involved in extra-curricular activities.
- Increase in the percent of Aboriginal student's positive responses to questions related to self-esteem on the ministry satisfaction surveys for grades 4 and 7 and on any district developed survey.

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Targets:

Baseline data will be determined during the first year of this agreement and targets set for the following year.



Elk, grant us your strength, agility and freedom.

Goal #2: To improve Aboriginal student achievement.

Rationale: We believe that although our district achievement results for students with aboriginal ancestry exceed many other districts in the province, we remain committed to doing all that we can to ensure success for all our students with aboriginal ancestry.

Indicators of success:

- Increase number of Aboriginal students meeting or exceeding expectations to B.C. Performance Standards in school-wide Reading and Writing assessments from grade two to grade nine.
- Increase the number of Aboriginal students attaining a C+ or better final grade on report cards in grades 4 and 7 in Language Arts, mathematics, Science and Social Studies, and English in grades 10, 11 and 12.
- Increase the number of Aboriginal students meeting or exceeding expectations in grade 4 and 7 in Reading, Writing and Numeracy in the Foundation Skills Assessment (FSA).
- Improve parent and student satisfaction with student progress in Reading, Writing and Mathematics as measured by Provincial surveys in grade 4 and 7, or by a district developed survey.

Targets:

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Baseline data will be created using the 2008-2009 school year.

Hawk share your message and as stopper of time help us to change our future.



Agreement Review

The Arrow Lakes Aboriginal Education Enhancement Council is the voice for the Aboriginal community. The ALAEEC works collaboratively with the district, with aboriginal youth, children and parents in implementing the EA, monitoring its success and in making decisions around the programs that impact Aboriginal students. The ALAEEC will meet at least once a year after an assessment period to examine student progress information and to monitor the commitments with the agreement. This information will be reported out to the partner groups.

Since the Enhancement Agreement is a living document the council will assess how the agreement is working. Each year targets are adjusted and strategies developed. The ALAEEC is an inclusive council and welcomes input and participation from parents, the community and Aboriginal groups.

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Let us be fearless like you and share your power with all.

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