



Chilliwack
School District



Chilliwack Board of Education

Aboriginal Education Enhancement Agreement

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PREAMBLE

The Chilliwack Board of Education is working together in an open and honest relationship with Aboriginal people to improve and enhance the education of all Aboriginal students¹. The Aboriginal Education Advisory Committee (AEAC) was established to advise the Chilliwack Board of Education on all education issues for Aboriginal students.

This committee includes representatives of the following:

Cheam First Nation;
Skwah First Nation;
Stó:lo Nation Bands (Aitchelitz, Shxwha:y Village, Skowkale, Squiala, Tzeachten, Yakweakwioose, Popkum);
Stó:lo Tribal Council Bands Kwawkwa'apilt, Soowahlie);
Metis Association of Chilliwack;
Assistant Superintendent, Chilliwack School District;
Board of Education School Trustee;
Aboriginal Education Department Coordinator;
Elementary Principal;
Middle-School Vice-Principal;
Secondary School Principal and Vice-Principal;
Alternative Education Principal;

¹ Aboriginal students include those with Aboriginal ancestry, which includes those students who are status, non-status First Nation, Metis, Inuit, living on-reserve or off-reserve.

PURPOSES

The purposes of the Aboriginal Education Enhancement Agreement are:

- to work within a respectful and trusting environment with the interests of students in mind
- to commit to create a climate that is culturally sensitive, welcoming and supportive of Aboriginal students and adults at all School District worksites
- to ensure Aboriginal students achieve academic success, be socially responsible and learn Aboriginal ways of knowing and being
- to honour and actively support the revitalization of the histories, cultures, governance and languages of the Aboriginal people
- to represent all students of Aboriginal ancestry

GOALS

1. ***To increase Aboriginal students' sense of belonging at school.***
2. ***To increase academic success of all Aboriginal students.***
3. ***To increase the respect and understanding of language, culture, governance and history of Stó:lo and Aboriginal people for all students in order to create a better sense of school and community.***

GUIDING PRINCIPLES

The partners in this agreement:

- **recognize** that, subject to the provision of the School Act of British Columbia, an Aboriginal Education Enhancement Agreement will describe the relationship of the student to the community and the school district.
- **are committed** to Aboriginal education, which includes academic, social, cultural, linguistic, emotional and physical learning.
- **acknowledge and honour** that Aboriginal students have a right to education, which respects and promotes Stó: lo and other Aboriginal languages, culture and tradition.
- **believe** that the education of Aboriginal students is the shared responsibility of the student, parent, family, communities, school and School District.
- **acknowledge and honour** the importance of the relationship between the Aboriginal community and the school district
- **recognize** that the relationship between the Aboriginal communities and the school district is primarily through the school Principal and Staff at the school the student attends.
- **recognize** that regular and on-going communication and collaboration between the student, parent, family, community, school and Board of Education are integral for students' success.
- **value** the participation of the Aboriginal community in education matters that effect students, at every level in the district organization.
- **recognize** that Aboriginal people will have meaningful involvement in the development and implementation of education programs and resources offered to Aboriginal Students.
- **value** the relationship among leaders of the Aboriginal community and the Chilliwack Board of Education.
- **agree** to have the leadership of the Aboriginal community organizations and the Board of Education meet at least twice a year to review and address issues that affect student learning. The intention is to meet collectively with leadership representatives from all Aboriginal community organizations who have children attending school in the Chilliwack School District.
- **agree** to have representatives from the Aboriginal community organizations and the Chilliwack Board of Education meet monthly as an Aboriginal Education Advisory Committee (AEAC) to provide technical guidance on matters affecting student learning. Identification of the process for determining representative membership is described in the AEAC Terms of Reference.
- **recognize and appreciate** Stó: lo and other Aboriginal cultures and traditions.
- **value** the tolerance, understanding and respect of all cultures and beliefs.

- **are committed** to continuous improvement in student achievement and expanding program choices.
- **are committed** to providing a safe and caring learning environment for all students.
- **recognize** that the success of our students guides the success of the Enhancement Agreement. Success for each student is demonstrated by the successful transition from Early Learning/Home to Kindergarten, Kindergarten/Early Learning/Home to Grade One, elementary school to middle school, middle school to secondary school, Graduation, and preparation for opportunities beyond Graduation.
- **value** the collaboration between the community and the school district on initiatives and programs developed by the Chilliwack Board of Education, Ministry of Education, post-secondary institutions, regional and provincial Aboriginal organizations.
- **acknowledge** that early learning, pre-school and Kindergarten programs are important for student success in school.
- **are committed** to providing resources and programs to promote student success, depending upon monies and resources being made available by entities other than the Board of Education and Aboriginal communities. If such monies and resources are not made available, the Board of Education or Aboriginal community partner shall not be obligated to carry out the terms of this agreement that require such monies and resources.

WORKING IN GOOD FAITH

The Chilliwack Board of Education is committed to working with people of the Aboriginal community for the success of Aboriginal students. The progress, monitoring and achievement of results will be reported to partner groups and reviewed on an annual basis.

The Chilliwack School District resides in the traditional territories of the Stó:lo people². It is understood that the recognition and appreciation of the unique Stó:lo culture and tradition will enable cross-cultural bridging among Stó:lo and non- Stó:lo students, community, and the Chilliwack Board of Education for a genuine understanding and respect of each other. This is essential in creating an environment of tolerance, understanding and respect of all cultures and beliefs.

The Aboriginal Education Enhancement Agreement document is not intended for use in any current or future treaty process.

²

The Stó:lo people residing in these territories include the First Nations communities of : Aitchelitz, Cheam, Skwah, Shxw'ha:y , Squiala, Tzeachten, Kwaw Kwaw Apilt, Soowahlie, Skowkale, and Yakwekwioose (which are served by the Chilliwack School District); Chawathil, Kwantlen, Leq'a:mel, Matsqui, Peters, Popkum, Scowlitz, Seabird, Shxw'ow'hamel, Skawahlook, Sts'Ailes (Chehalis), Sumas, Union Bar and Yale Band.

IMPLEMENTATION

The Aboriginal Education Enhancement Agreement will be implemented effective January 2010. Procedures will be developed to gather school-based data in order to monitor progress over time. The goals of this Agreement will be integrated into the District Achievement Contract for the Chilliwack School District as well as into each school's School Growth Plan.

PERFORMANCE EVALUATION AND AGREEMENT REVIEW

The Aboriginal Education Advisory Committee of the Chilliwack School District will meet to evaluate District performance data and to review this agreement in January of each year. An annual report will be prepared collaboratively with all partners when all data is collected. The annual reports, with recommendations, will be shared with Aboriginal communities and the Chilliwack Board of Education as well as the Ministry of Education. Progress on the goals in Appendices A, B and C will be reviewed by all partners annually in order to renew our commitment to and celebrate the progress of our goals. Once the review is completed the targets, strategies and structures may be revised to ensure that goals are being met, that they remain reasonable, attainable and represent meaningful progress towards meeting the goals of Enhancement Agreement.

MEMORANDUM OF AGREEMENT

The Aboriginal Education Enhancement Agreement has been developed to improve the success of all Aboriginal students who are served by the Chilliwack School District. This Enhancement Agreement is a fully inclusive process that acknowledges and is respectful of the Stó:lo people. The Chilliwack School District is responsible for providing educational services to all Aboriginal students enrolled in the district, which includes First Nation students living On Reserve and Off Reserve, Metis and Inuit. In signing this Agreement all parties acknowledge the directions that the district will need to pursue as it continues to work with the Aboriginal communities to meet the needs of all Aboriginal students. This Enhancement Agreement will provide direction to the Chilliwack School District for the period January 2010 to June 30, 2014. The parties agree to formally review the agreement by April 1, 2014.

APPENDIX A

GOAL #1: To increase Aboriginal students' sense of belonging at school

The following indicators will help to determine the extent to which we are meeting this goal. For strategies see *Appendix B*.

INDICATORS	MONITORING PROGRESS AND RESULTS	FIRST YEAR TARGETS
1. Increase the number of student role models.	All partner groups identify the Aboriginal student role models.	Baseline data will be collected with targets set in the second year.
2. Student participation in school and district programs, activities and cultural events will increase.	Participation rates will be tracked at school sites.	Baseline data will be collected with targets set in the second year.
3. Aboriginal students will feel supported in a culturally appropriate manner at school	School District Satisfaction Surveys (Ministry of Education). Locally developed Aboriginal survey of students and parents.	Baseline data will be collected with targets set in the second year.
4. School attendance will improve.	Track through the district-wide student information system.	Baseline data will be collected with targets set in the second year. A monthly report will be provided to the Principal and included in the monthly Aboriginal Education Department Report for the Semi-Annual Report and the Enhancement Agreement Steering Committee
5. Aboriginal student suspensions will decrease	School District school suspension statistics. District Behaviour Committee referral statistics.	Baseline data will be collected with targets set in the second year. A monthly report will be provided to the Principal and included in the monthly Aboriginal Education Department Report for the Semi-Annual Report and the Enhancement Agreement Steering Committee.

INDICATORS	MONITORING PROGRESS AND RESULTS	FIRST YEAR TARGETS
6. Aboriginal student participation in extra-curricular activities will increase.	School-based data will be collected and reported to partner groups annually.	<p>Anecdotal data will be determined in the first year Target will be set in the second year of Enhancement Agreement.</p> <p>A monthly report will be provided to the Principal and included in the monthly Aboriginal Education Department Report for the Semi-Annual Report and the Enhancement Agreement Steering Committee.</p>
7. Increase the number of students completing courses such as First Nations Studies 12, English First Peoples 12, and Halq'emeylem Language.	Enrollment and completion data will be collected.	<p>Baseline data will be collected with targets set in the second year.</p> <p>A monthly report will be provided to the Principal and included in the monthly Aboriginal Education Department Report for the Semi-Annual Report and the Enhancement Agreement Steering Committee.</p>
8. Increase aboriginal presence in schools and sites.	Schools will display Aboriginal art and culture throughout their sites that will reflect Aboriginal traditional teachings.	A monthly report will be provided to the Principal and included in the monthly Aboriginal Education Department Report for the Semi-Annual Report and the Enhancement Agreement Steering Committee.
9. Aboriginal students will be involved in leadership programs, peer mentoring, and peer counselling programs and school planning committees.	<p>Participation rates will be tracked at school sites and a report will be provided to the Principal and included in the monthly report to the Aboriginal Education Department, the AEAC Annual Report, and the Enhancement Agreement Steering Committee.</p> <p>Encourage schools to cultivate First Nation, Métis and Inuit student leadership opportunities.</p>	Baseline data will be collected with targets set in the second year.

INDICATORS	MONITORING PROGRESS AND RESULTS	FIRST YEAR TARGETS
10. Increase the number of Aboriginal students enrolled and completing dual credit career, work experience and apprenticeship programs.	Enrollment and completion data.	Baseline data will be collected with targets set in the second year.
11. All students have adequate learning resources to meet their curriculum learning needs.	Survey of students, Staff and parents.	Baseline data will be collected with targets set in the second year.
12. We will strive to partner with community agencies outside of the school district, to ensure that each individual student has adequate resources to meet their basic needs to succeed in school.	Survey of students, Staff and parents.	Baseline data will be collected with targets set in the second year.

To support this Goal 1 we will also track and monitor the additional evidence, as follows:

INDICATORS	MONITORING PROGRESS AND RESULTS	ANNUAL TARGETS
13. We will increase Aboriginal parent participation in their children's education.	School Parent Advisory Council and School Planning Council data will be collected.	Baseline data will be collected with targets set in the second year.
14. Meetings between the school Staff, Aboriginal parents and Aboriginal partner groups will be organized collaboratively.	<p>Survey parents, Staff and Aboriginal partner groups.</p> <p>Data will be tracked at school sites and a report will be provided to the Principal and included in the monthly report to the Aboriginal Education Department, the AEAC Annual Report, and the Enhancement Agreement Steering Committee.</p>	Baseline data will be collected with targets set in the second year.
15. Aboriginal parents will have regular communication from school Staff on student progress, events and activities at the school.	School-based data will be collected and reported to partner groups annually.	Baseline data will be collected with targets set in the second year.

GOAL #2: To increase academic success of all Aboriginal students, which will prepare students for post-secondary and career opportunities beyond Grade 12.

The following indicators will help to determine the extent to which we are meeting this goal. For strategies see *Appendix B*.

INDICATORS	MONITORING PROGRESS AND RESULTS	FIRST YEAR TARGETS
1. Increase participation rates of Aboriginal students in Pre-school and Kindergarten	Collect data on registrations in pre-school and Kindergarten programs using the district's student information system, BCeSIS	Baseline data will be collected with targets set in the second year.
2. Increase the number of learners who meet the criteria for school readiness.	Kindergarten Language Screening Test and Early Development Instrument; participation rates in KinderFair initiative.	Baseline data will be collected with targets set in the second year.
3. Increase the number of students who have oral language skills needed to be successful in school.	KLST, EDI, and Woodcock Minot assessments.	Baseline data will be collected with targets set in the second year.
4. Improved student understanding of the language by teachers used in instruction.	Collect data on transition rate (grade to grade) and successful graduation of students identified by the Woodcock Minot (ESD).	Baseline data will be collected with targets set in the second year.
5. Increase the number of students completing courses with culturally appropriate learning outcomes.	Collect data on the numbers of students successfully completing courses	Baseline data will be collected with targets set in the second year.
6. Increase the number of students enrolling in Halq'emeylem Language credit courses.	Collect enrolment data.	Baseline data will be collected with targets set in the second year.

INDICATORS	MONITORING PROGRESS AND RESULTS	FIRST YEAR TARGETS
7. Increase the number of Aboriginal students completing Grade 12 English or English First Peoples' 12.	Ministry provincial exam data and secondary classroom data	Baseline data will be collected with targets set in the second year.
8. Aboriginal student graduation will increase.	Graduation rate data.	Baseline data will be collected with targets set in the second year.
9. Increase the number of Aboriginal students applying for scholarships and bursaries.	Collect information on scholarship and bursary applications.	Baseline data will be collected with targets set in the second year.
10. The number of students enrolled in post-secondary education (college, university) and career programs will increase.	Collect data at the school level.	Baseline data will be collected with targets set in the second year.
11. Transition rates will improve based on academic success for Aboriginal students.	Collect data at the school level.	Baseline data will be collected with targets set in the second year.

To support Goal 2 we will also track and monitor the additional evidence, as follows:

INDICATORS	MONITORING PROGRESS AND RESULTS	ANNUAL TARGETS
12. Support parent involvement in secondary student course selections	Survey students and parents annually.	Baseline data will be collected with targets set in the second year.
13. Increase the opportunities for qualified Aboriginal people to work in the Chilliwack School District.	Collect information from the Human Resources Department at the district office level.	Baseline data will be collected with targets set in the second year.

GOAL # 3: To increase the respect and understanding of language, culture, governance and history of Stó:lo and Aboriginal people for all students in order to create a better sense of school and community belonging.

The following indicators will help to determine the extent to which we are meeting this goal. *For strategies see Appendix B.*

INDICATORS	MONITORING PROGRESS AND RESULTS	FIRST YEAR TARGETS
1. Increase the number of students enrolling and completing Halq'emeylem language courses.	Track student enrollment and completion.	Baseline data will be collected in the first year.
2. Increase the number of students enrolling and completing English First People's 12.	Track student enrollment and completion.	Baseline data will be collected in the first year.
3. Increase the number of students enrolling and completing First Nation Studies 12.	Track student enrollment and completion.	Baseline data will be collected in the first year.
4. Increase the number of students participating in culturally appropriate district programs, events and activities.	Track participation of non-Aboriginal and Aboriginal students.	Baseline data will be collected in the first year.

To support this goal, we will also track and monitor the following:

INDICATORS	MONITORING PROGRESS AND RESULTS	FIRST YEAR TARGETS
5. Increase knowledge and awareness of different learning styles and learning outcomes.	Survey educators on the use of resources and strategies.	Baseline data will be collected in the first year.
6. Increase the number of qualified Aboriginal educators for the classroom and school administration.	Human Resource report indicating the number of qualified educators of Aboriginal descent.	Baseline data will be collected in the first year.
7. Increase the opportunities for qualified teachers to teach Halq'emeylem.	Human Resources report	Baseline data will be collected in the first year.
8. Increase the number of Halq'emeylem language speakers pursuing post-secondary education	Track information on student transition to post-secondary institutions.	Baseline data will be collected in the first year.

APPENDIX B

This section identifies the strategies and structures that will be implemented to achieve the indicators of success and meet the goals.

GOAL #1: To increase Aboriginal students' sense of belonging at school.

In order to achieve this goal the partners in this agreement commit to:

1. Increasing the number of Aboriginal students who will serve as role models.
2. Promoting courses, programs, activities and cultural events which enhance self worth of Aboriginal students.
3. Supporting Aboriginal students in a culturally appropriate manner.
4. Improving academic success for all students (attendance, course completion and decrease in number of suspensions).
5. Ensuring Aboriginal student participation in leadership programs, peer mentoring, peer counseling programs, and other extra-curricular activities.
6. Supporting school-wide involvement in Aboriginal cultural activities. (Canoe pulling, drumming, singing and story telling).
7. Increasing the number of Aboriginal students participating in trades and apprenticeship programs.
8. Providing adequate learning resources to meet the needs of students.
9. Increasing aboriginal presence in schools and sites.
10. Supporting Aboriginal parents/guardians' voice through participation and involvement in their children's education.
11. Providing regular communications between Aboriginal parents and school Staff on student progress, events and activities at the school and the community.
12. Meetings between the school Staff, Aboriginal parents and Aboriginal partner groups will be organized collaboratively.

STRATEGIES

COMMITMENTS	STRATEGY & STRUCTURE (HOW AND WHO)	PROGRESS AND RESULTS
<p>1. Increase the number of Aboriginal students who will serve as First Nation, Métis and Inuit role models</p>	<p>Role models are students who demonstrate positive behaviour and achieve success. These students make responsible choices at school and/or in their community.</p> <p>Education Assistants, Support Staff and partner groups (Bands, Métis Association) identify and track the names of students who have been identified as role models.</p>	<p>Baseline data will be collected in the first year.</p>
<p>2. Student participation in programs, activities and cultural events will increase.</p>	<p>Education Assistants, Support Staff and partner groups (Bands, Métis Association) identify and track the names of students who have participated.</p>	<p>Baseline data will be collected in the first year.</p>
<p>3. Aboriginal students will feel supported in a culturally appropriate manner.</p>	<ul style="list-style-type: none"> • “Respect in the Work Place” training of all employees in the Chilliwack School District. • Teaching respect of all people • Effective Behaviour System” or “Positive Behaviour Support” at school. • Student Code of Conduct (District and School) • Anti-Racism Workshops • Anti-Bullying Programs • (Career and Personal Planning Curriculum) • Use of “circles” (for pro-active learning, to develop communication skills and encourage student participation. • Use of Restorative Practice and Traditional Justice (“circles”) for developing social responsibility. 	

COMMITMENTS	STRATEGY & STRUCTURE (HOW AND WHO)	PROGRESS AND RESULTS
	<ul style="list-style-type: none"> • Identify the number of events and activities that students participate in at schools. (Provided by Aboriginal Education Assistants and by cultural workers through Stó:lo Longhouse Education Program, Stó:lo Shxweli, Coqualeetza). • Develop a role model calendar or poster • Survey results will be reported and shared with partner groups. • Use of Elders to support students. 	
<p>4. School attendance will improve.</p>	<p>All schools have a daily process for contacting parents.</p> <p>Early intervention is critical. Initial contact with parents will be made by the classroom teacher.</p> <p>Students with chronic attendance concerns are monitored and referred to the School Based Team.</p> <p>School Based Teams will collaboratively plan and act with parents and students and Aboriginal Education liaisons.</p> <p>A monthly report will be provided to the Principal and included in the monthly Aboriginal Education Department Report for the Semi-Annual Report and the Enhancement Agreement Steering Committee.</p>	<p>All students will meet expectations, with an attendance rate of 93%.</p>

COMMITMENTS	STRATEGY & STRUCTURE (HOW AND WHO)	PROGRESS AND RESULTS
5. Aboriginal student suspensions will decrease. (Review)	Data will be collected on the number of student suspensions and the rationale. Data will also be collected on District Behaviour Committee referrals.	
6. Aboriginal student participation in extra-curricular activities will increase	Staff will inform students and parents will encourage students to participate in clubs, teams and extra-curricular activities.	Baseline data will be collected with targets set in the second year.
7. Increase the number of students completing courses such as First Nations Studies 12, English First Peoples 12, and Halq'emeylem Language.	<p>Enrolment and completion data will be collected and analyzed from the student information system (BCeSIS).</p> <p>Staff will inform students and parents on these credit courses and how they apply to post-secondary education opportunities and the requirements needed.</p> <p>These courses will be promoted and students will be encouraged through effective communication with parents and students: course selection guide, letters to parents, school and community meetings.</p> <p>These courses will be highlighted in the education section of the newspaper, SD33 website, community television (Shaw TV) and other media.</p> <p>Qualified teachers will be given opportunity and supported to teach First Nations Studies 12, English First Peoples 12 and Halq'emeylem Language.</p> <p>A monthly report will be provided to the Principal and included in the monthly Aboriginal Education Department Report for the Semi-Annual Report and the Enhancement Agreement Steering Committee.</p>	Baseline data will be collected with targets set in the second year.

COMMITMENTS	STRATEGY & STRUCTURE (HOW AND WHO)	PROGRESS AND RESULTS
8. Increase aboriginal presence in schools and sites.	Students and Staff will connect with local community Aboriginal resource people to learn about arts and culture; that will reflect Aboriginal traditional teachings. An example of evidence gathering will be available on the district website.	Aboriginal art and culture will be displayed in communications, monthly and annual reports at the school and district level.
9. Aboriginal students will be involved in leadership programs, peer mentoring, and peer counselling programs and school planning committees.	Staff will inform students and parents of these opportunities. Encourage Staff and parents to engage and provide on-going support for Aboriginal students to become involved. Participation rates will be tracked at school sites and reported.	Baseline data will be collected with targets set in the second year.
10. Increase the number of Aboriginal students enrolled and completing dual credit career, work experience and apprenticeship programs.	Enrollment and completion data will be compiled using BCeSIS. Aboriginal Work Experience and Apprenticeship Data will be provided.	Baseline data will be collected with targets set in the second year.
11. All students have learning resources to meet their curriculum learning needs.	Survey students and Staff.	Baseline data will be collected with targets set in the second year.
12. We will strive to partner with community agencies outside of the school district, to ensure that each individual student has adequate resources to meet their basic needs to succeed in school.	Student need/financial need form data collection. Survey students, parents, Staff and other agencies. The school will provide suitable space for language and culture programs. The School District, First Nation, Métis and Inuit communities will work together to consider how space might be provided to support language and culture programs.	Baseline data will be collected with targets set in the second year.

COMMITMENTS	STRATEGY & STRUCTURE (HOW AND WHO)	PROGRESS AND RESULTS
<p>13. We will increase Aboriginal parent participation in their children's education.</p>	<p>Schools will continue to host gatherings such as Family of Schools events for students and families.</p> <p>Parents will be invited to be part of organizing committees for school events, such as school concerts, parent-teacher nights, school fairs and carnivals.</p> <p>The Parent Advisory Council (PAC) President and Executive will inform parents about the roles and responsibilities of the PAC, School Planning Council, and encouraging participation. District Parent Advisory Council will be informed annually about the Enhancement Agreement.</p> <p>Communication will be provided through the collaboration of PAC Presidents and the Co-Chairs of the Aboriginal Education Advisory Committee, about Aboriginal community meetings, parent-teacher meetings, and parent orientation meetings.</p> <p>The Principal will encourage the Parent Advisory Council to support participation from Aboriginal parents.</p> <p>The Principal will collect and report information on participation rates for Parent Advisory Council and the School Planning Council.</p> <p>The Chilliwack School District will support parent learning by offering workshops.</p>	<p>Baseline data will be collected with targets set in the second year.</p>

COMMITMENTS	STRATEGY & STRUCTURE (HOW AND WHO)	PROGRESS AND RESULTS
<p>14. Meetings between the school Staff, Aboriginal parents and Aboriginal partner groups will be organized collaboratively</p>	<p>School Based Team meetings' will be organized in cooperation with Staff and parents. Effort will be made to find a site welcoming for parents.</p> <p>The Annual Report Dinner will be co-hosted and alternate meeting sites between school and community sites.</p> <p>Monthly meetings of the AEAC will be co-hosted by district and community representatives and meeting sites will be alternated.</p> <p>Parent representatives for on-reserve and off-reserve parents will participate in the monthly meetings of the AEAC.</p>	<p>Baseline data will be collected with targets set in the second year.</p>
<p>15. Aboriginal parents will have regular communication from school Staff on student progress, events and activities at the school.</p>	<p>Meetings, email and/or phone contact with parents/students for attendance, progress reports, and homework support where applicable.</p> <p>School and Aboriginal community meetings regularly.</p>	

Goal #2: To increase academic success of all Aboriginal students which will prepare students for post-secondary and career opportunities beyond Grade 12.

In order to achieve this goal the partners in this agreement commit to:

1. Supporting and working in partnership with Aboriginal people on early childhood development
2. Ensuring an oral language development program is provided for Aboriginal students with identified needs.
4. Providing language in instruction appropriate to the student's level of understanding.
5. Having culturally appropriate programs and practices. (Indicators 5 & 6)
6. Ensuring all Aboriginal students receive appropriate learning support.
7. Increasing opportunities for qualified Aboriginal people to work in the Chilliwack School District.
8. Increasing the number of Aboriginal students completing:
 - a. The Grade 4 Longhouse Program
 - b. Work Experience,
 - c. Career Preparation courses and
 - d. The Secondary Apprenticeship Program.
 - e. Halq'emeylem Language courses.
 - f. First Nations Studies 12
 - g. Grade 12 English or English First Peoples' 12
 - h. The application process for scholarships and bursaries.
 - i. Grade 12 with a Dogwood Certificate. (Indicator #5)
9. Increasing the number of students entering post-secondary programs.
10. Support parent involvement in secondary student course selections

STRATEGIES

COMMITMENTS	STRATEGY & STRUCTURE (HOW AND WHO)	PROGRESS AND RESULTS
1. Offering Aboriginal culture and Halq'emeylem language learning to students in every Kindergarten class.	The Aboriginal Education Department and the Curriculum Department will provide resources and support to promote cultural learning for all students.	An exit survey will be provided to all parents, school and district Staff involved.
2. Coordinate efforts to work in partnership for early learners, to meet the needs of the whole child.	Building Bridges initiative between Chilliwack Board of Education, Chilliwack Community Services, Fraser Health Aboriginal Health service providers.	Baseline data will be collected with targets set in the second year.
3. Provide oral language programs that meet the needs of qualified students.	<p>Language Skills Inventory Assessment (ESD): Woodcock Minot (K to 6). Referral from classroom teacher assessments.</p> <p>Program implementation for identified students, such as: English as a Second Dialect, Moe the Mouse, Talking Tables, Parents as Literacy Support (PALS).</p>	<p>Track referrals. Track student-participant completion results.</p> <p>Collect base-line data on the number of parents participating in PALS and the number of schools involved.</p>
4. Improved student understanding of the language by teachers used in instruction.	<p>Data will be collected on the transition rate of identified students (ESD), grade-to-grade and Grade 12 completion.</p> <p>Language teachers (English as a Second Language and English as a Second Dialect) will help classroom teachers, Education Assistants and Principals develop their instructional language to improve student understanding.</p>	Track referrals. Track student-participant completion results

COMMITMENTS	STRATEGY & STRUCTURE (HOW AND WHO)	PROGRESS AND RESULTS
5. Provide culturally appropriate programs and practices for students.	Collect data on the completion rates for students in: the Grade Four Longhouse Program; First Nations Studies 12; English First People's 12; Halq'emeylem Language Grade 5 to 12.	Baseline data will be collected with targets set in the second year.
6. Increase the number of students enrolling in Halq'emeylem Language credit courses.	Identify the number of students taking Halq'emeylem Language credit.	Baseline data will be collected with targets set in the second year.
7. Increase the number of Aboriginal students completing Grade 12 English or English First Peoples' 12.	Collect data on the enrolment and completion rate for English 12 and English First Peoples' 11. Disaggregate data for School Leaving Certificate and Dogwood Diploma.	Baseline data will be collected with targets set in the second year.
8. Aboriginal student graduation will increase.	Collect data on the graduation rates for the Chilliwack School District and compare to the provincial average. Disaggregate data for school completion certificate and Dogwood Diploma.	Baseline data will be collected with targets set in the second year. Future target – meet or exceed provincial average.
9. Increase the number of Aboriginal students applying for scholarships and bursaries.	Continue to provide a bursary program specifically for Aboriginal students through the Aboriginal Education Advisory Committee and the community. (Métis Association, Stó:lo Nation). Communicate to career counselors parents and students the bursary and scholarship award opportunities. Specific attention will be given to Aboriginal bursaries and scholarships.	Baseline data will be collected with targets set in the second year.

COMMITMENTS	STRATEGY & STRUCTURE (HOW AND WHO)	PROGRESS AND RESULTS
<p>10. Increase the number of students entering post-secondary programs.</p>	<p>Career Counsellors and School Staff will work with students and parents to inform about requirements and options for graduation and entrance to post-secondary education.</p> <p>Supporting appropriate course selection procedures through the guidance of school counselors with input from Aboriginal parents and/or designate and the school Aboriginal support workers.</p> <p>The Aboriginal Education Assistant and/or Academic Support Teacher will work with the school's Career Counsellor to collect data at the school level.</p> <p>Schools will support students by providing an English placement test required by the University of the Fraser Valley.</p>	<p>Baseline data will be collected with targets set in the second year.</p>
<p>11. Transition rates will improve based on academic success for Aboriginal students.</p>	<p>Report card data is collected and analyzed for course completion and the pass/fail rate.</p> <p>School level data can be collected at the district level.</p> <p>Ministry data can be analyzed as well, comparing school and district to provincial average.</p>	<p>Improve transition rates for grades 6 to 7, 9 to 10 and Grade 12 to post-secondary. Target- increase by 5% for the next year</p>

COMMITMENTS	STRATEGY & STRUCTURE (HOW AND WHO)	PROGRESS AND RESULTS
<p>12. Increase the number of Aboriginal students completing First Nation Studies 12, Work Experience and the Secondary School Apprenticeship Program.</p>	<p>School Administration and Staff will support and promote First Nations Studies 12 as a credit course.</p> <p>School Administration and Staff will work with the Aboriginal Work Experience Facilitator to provide placements for students in Work Experience and Secondary Apprenticeship Program.</p> <p>Students will receive assistance with materials needed to complete programs. (For example, Band Instrument loan-use agreement; funding for extra-curricular involvement).</p> <p>Students will receive the services available at school that are needed for student success: Learning Assistance, counselling, speech pathology, occupational therapy, physiotherapy, school psychologist, Hospital-homebound.</p>	<p>Baseline data will be collected with targets set in the second year.</p>

COMMITMENTS	STRATEGY & STRUCTURE (HOW AND WHO)	PROGRESS AND RESULTS
13. Support parent involvement in secondary student course selections	<p>Schools will notify parents in the community when secondary counselors are programming in their respective schools.</p> <p>Encourage parents to be present when their child is scheduling their courses and continue to monitor throughout the school year.</p> <p>Encourage school Staff to present to parents at a community location to encourage parent participation.</p> <p>Survey students to determine what courses they want to see offered.</p>	Baseline data will be collected with targets set in the second year.

COMMITMENTS	STRATEGY & STRUCTURE (HOW AND WHO)	PROGRESS AND RESULTS
<p>14. Increase the opportunities for qualified Aboriginal people to work in the Chilliwack School District.</p>	<p>Continue to fax job postings to Band offices and other Aboriginal organizations. Job postings should include all departments, including: transportation, maintenance, technology, Student Services, and clerical.</p> <p>Participate in local job fairs organized by the Aboriginal community.</p> <p>Continue to post job opportunities with language that gives preference to Aboriginal people for work specifically in Aboriginal education.</p> <p>Recruitment strategies should include visits to Nicola Valley Institute of Technology, to the NITEP program at UBC.</p> <p>Recruitment visits at universities and colleges should encourage teachers, counselors and other staff who have Aboriginal descent to apply to the Chilliwack School District.</p> <p>The Human Resources Department will provide information on completed initiatives.</p>	<p>Baseline data will be collected with targets set in the second year.</p>

Goal # 3: To increase the respect and understanding of language, culture, governance and history of Stó: lo and Aboriginal people for all students in order to create a better sense of school and community belonging.

In order to achieve this goal the partners in this agreement commit to:

1. Implementing and promoting Halq'emeylem Language.
2. Providing educators with culturally appropriate and culturally relevant curriculum and resources that reflect and include the history and culture of Stó: lo and all Aboriginal people.
3. Improve aboriginal presence showcasing Aboriginal art through connection to Aboriginal local community resource people.
4. Increase knowledge and awareness of strategies reflective of different learning styles and learning outcomes
5. Providing suitable space for cultural programs, activities, and events.
6. Promoting and offering professional learning activities for School District staff and parents with respect to the culture, language, history, and governance, of Aboriginal people.
7. Increase the number of qualified Aboriginal educators.
8. Increase the opportunities for qualified Halq'emeylem Language teachers to teach Halq'emeylem Language.
9. Encourage student Halq'emeylem language speakers to pursue post-secondary education programs.
10. Promote the opportunity for educators to work together to improve Aboriginal and non-Aboriginal students learning about language, culture, governance and history of Stó: lo and Aboriginal people to create a better sense of belonging in school and community.
11. To honour and actively support the continual revitalization of the histories, cultures, governance and languages of the Aboriginal people.

STRATEGIES

COMMITMENTS	STRATEGY & STRUCTURE (HOW AND WHO)	PROGRESS AND RESULTS
<p>1. Increase the number of students participating in culturally appropriate courses, such as: Halq'emeylem, First Nations 12 and English First People's 12.</p>	<p>Course scheduling will support students enrolling in culture and language courses such as Halq'emeylem, First Nations 12 and English First People's 12.</p> <p>School and District Staff, parents and community will encourage students to participate in culturally appropriate courses.</p> <p>Enrolment and completion data will be collected through the school-wide student information system.</p>	<p>Baseline data will be collected with targets set in the second year.</p>
<p>2. Increase the number of students participating in culturally appropriate school and district programs, events and activities.</p>	<p>Indicate the number of students participating at events and the number of events at each school during the year.</p> <p>School and District Staff, parents and community will encourage students to participate in school and district programs, events and activities.</p>	<p>Baseline data will be collected with targets set in the second year.</p>
<p>3. Encourage student Halq'emeylem language speakers to pursue post-secondary education programs.</p>	<p>Course scheduling will support students enrolling in culture and language courses.</p> <p>School and District Staff, parents and community encourage students to enroll in post-secondary programs.</p> <p>Track information on student transition to post-secondary institutions.</p>	<p>Baseline data will be collected with targets set in the second year.</p>

COMMITMENTS	STRATEGY & STRUCTURE (HOW AND WHO)	PROGRESS AND RESULTS
<p>4. Providing educators with culturally appropriate and culturally relevant curriculum, professional learning opportunities and resources that reflect and include the history and culture of Stó: lo and Aboriginal people.</p>	<p>Determine participation rates in professional learning activities.</p> <p>Survey educators for needs, access, usage, and suggestions for improvement.</p> <p>Increase visual cultural presence through art.</p> <p>Increase the culturally appropriate content of school curricula.</p> <p>Provide students and educators with space for learning language and culture programs in schools.</p> <p>Provide best-practices learning opportunities for educators and parents to learn about history and culture of Stó: lo and Aboriginal people.</p>	<p>Baseline data will be collected with targets set in the second year.</p>
<p>5. Increase educators' knowledge and awareness of different learning styles and learning outcomes.</p>	<p>Survey educators on the present strategies used to address different learning styles in the classroom.</p>	<p>Baseline data will be collected with targets set in the second year.</p>
<p>6. Increase the number of qualified Aboriginal educators for the classroom and school administration.</p>	<p>Human Resources report indicating the number of qualified Aboriginal educators</p>	<p>Baseline data will be collected with targets set in the second year.</p>