



School District #81 (Fort Nelson)

Aboriginal Education Enhancement Agreement



February 20, 2006



School District #81 (Fort Nelson)

Aboriginal Education Enhancement Agreement:

Context

This first Aboriginal Education Enhancement Agreement will be implemented and monitored through the Aboriginal Education Enhancement Steering Committee. The Aboriginal Education Enhancement Steering Committee is an advisory council to the Board of School Trustees and includes representatives from Fort Nelson First Nation, Prophet River First Nation, Fort Nelson Aboriginal Friendship Society, and Northern Rockies Aboriginal Women's Society, Aboriginal students, school board, and district based administration.



The Aboriginal Communities and School District #81 (Fort Nelson) acknowledge through the partnership in this Enhancement Agreement between the Aboriginal and Education Communities and the Ministry of Education, their collective responsibilities in ensuring the success of all Aboriginal learners enrolled in school programs operated by the district.

We recognize and acknowledge the special relationship that exists with the following Aboriginal Communities within the Fort Nelson First Nation traditional territory in which we operate:

- Fort Nelson First Nation
- Prophet River First Nation
- Metis
- Community

It is our collective intent to work together in a harmonious manner, through the Aboriginal Education Enhancement Steering Committee, to improve the success of all Aboriginal students.



School District #81 (Fort Nelson)

Aboriginal Education Enhancement Agreement:

Purpose The purpose of this Aboriginal Enhancement Agreement is to meet the educational needs of Aboriginal students through the establishment of a collaborative working partnership between all Aboriginal communities, agencies, and the School District involving shared decision making and specific goal setting by:

- Continually enhancing the academic performance of Aboriginal students.
- Ensuring the collection of data that measures student achievement in the selected performance areas.
- Improving the quality of education for all Aboriginal students.
- Improving Aboriginal students' self-esteem.
- Ensuring the First Nation communities and Aboriginal communities have meaningful participation in enhancing education for all Aboriginal students.



Principles The Performance areas selected or improvements are those where there is assurance that data can be:

- Tracked with integrity
- Tracked over time
- Used to design and implement effective educational; programs and services.

Performance Goals and Objectives

Measurable indicators will show annual improvement for Aboriginal students in the following agreed upon categories on an annual basis.

1. Improve academic achievement
 2. Improve school attendance and extra-curricular participation
 3. Improve students self-esteem
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**Performance
Goals and
Objectives**

GOAL 1

To Improve Aboriginal Students' Academic Achievement.

**Performance
Indicators/Evidence**



- The number of Aboriginal students meeting expectations on the Early Kindergarten Screening Tool.
- The number of Aboriginal students in grades 4 and 7 meeting or exceeding expectations on the Foundations Skills Assessment (FSA).
- The number of Aboriginal students who are eligible for a Dogwood or School Completion Certificate in September who receive one in June.
- The Dogwood completion rate indicating the percentage of first time Grade 8 Aboriginal students in September who have received a Dogwood Certificate in six years.
- Aboriginal students enrolled in Principles of Math 12, English 12, Biology 12, Chemistry 12, and Physics 12, and the number who receive a mark of C- or better.
- The number of Aboriginal students making grade to grade transitions from grades 8 to 12.
- The number of Aboriginal graduates entering post-secondary institutions.

**Performance
Targets
(Expected Results)**

Target: 95% of our Aboriginal Students, by the year 2010/2011 will make successful grade to grade transitions leading to a Dogwood Diploma.

Short-term annual targets will be agreed upon as baseline data is presented.

Data to be collected:

The number of Aboriginal students entering post-secondary institutions and the number of aboriginal students needing course upgrading for post-secondary institutions.



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Aboriginal Education Enhancement Agreement:



Strategies & Structures

Initial strategies may include the following however, these may change as per discussion based on improvement or lack thereof.

- Provide tutoring for Aboriginal students. (lunch time and after school options)
 - Continue to track and present to Aboriginal Enhancement Committee, all District data gathered for the District Accountability Contract and the Provincial and District Data from “How Are We Doing?.” This data will be used to look at progress over time and to develop short and long-term strategies.
 - Track Aboriginal students entering post-secondary institutions.
 - Investigate alternate models of course delivery for Aboriginal students who may experience high levels of absenteeism. i.e. Cool Schools.
 - Continue First Nations’ Humanities 9/10 to support students in gaining skills and strategies for English 10 and beyond.
 - Track the number of successful Aboriginal students transitioning from grade 8 to 9; 9 to 10; 10 to 11; 11 to 12.
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GOAL 2

To improve Aboriginal Students' School Attendance and Extra-curricular Participation.

Performance Indicators/Evidence

1. The attendance rate of Aboriginal students in grades K to 12.
2. The number of Aboriginal students in grades 8 to 12 participating in extra-curricular activities.

Performance Targets (Expected Results)

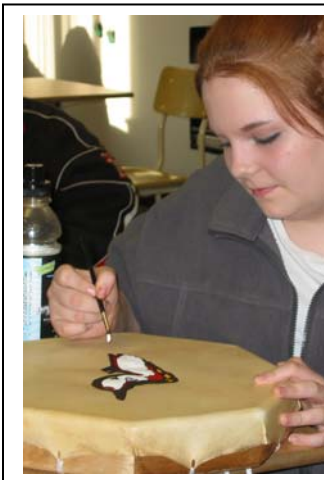
Target: To be established with more baseline data

Data to be collected:

Attendance Data for Aboriginal students in Kindergarten to grade 12.

Attendance Survey/interview data for Aboriginal students.

Initial strategies may include the following however, these may change as per discussion based on improvement or lack thereof.



- Develop survey/interview questions for Aboriginal students to find out reasons for not attending, skipping, etc. This will be used to develop short and long-term strategies for student success.
 - Provide opportunities for Aboriginal guest speakers to talk to Aboriginal and non-Aboriginal students and be seen as role models.
 - Have an Aboriginal worker at each in-town school, assigned to monitor student absences and make contact with home.
 - Implement an Aboriginal Focus Group to design positive incentives for Aboriginal students with good attendance. i.e. lunch certificates, a dance for those with good attendance, recognition certificates.
 - Specific staff members assigned to make connections with students/family to monitor success/difficulties.
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GOAL 3

To improve Aboriginal Student's Positive Self-Esteem

Performance Indicators/Evidence

- The number of positive responses from Aboriginal students and parents on survey questions on healthy lifestyle choices.
- The number of positive responses from Aboriginal students and parents on survey questions on school satisfaction.
- The number of positive responses from Aboriginal students and parents on survey questions on positive self esteem.

Performance Targets (Expected Results)

Targets: To be established with more baseline data.

Data to be collected:

Survey results from Aboriginal students on health, lifestyle choices, positive self-esteem, and school satisfaction.

Initial strategies may include the following however, these may change as per discussion based on improvement or lack thereof.



- Develop survey for Aboriginal students and parents to gather data on healthy lifestyle choices, nutrition, and school satisfaction to develop future short term and long-term strategies.
 - Encourage Aboriginal students and parents to participate on the Secondary and Elementary Alcohol and Drug Committees and on related initiatives.
 - Continue to work with the RCMP on offering the DARE program in grades 5 and 7.
 - Continue to work with the RCMP on ICBC presentations and Project PARTY (Preventing Alcohol and Risk-Related Trauma in Youth).
 - Survey Aboriginal students using the Pride Survey or similar survey to gather information for school, parent, and community educational planning.
 - Follow-up with parents on unreturned surveys to ensure comfortability.
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