



SKY
ROCK
WATER
MOUNTAIN

ABORIGINAL EDUCATION

ENHANCEMENT AGREEMENT



Signed on the 24th day of June, 2008, at the MIR Centre (Castlegar, BC)
KOOTENAY-COLUMBIA SCHOOL DISTRICT # 20
ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT

PREAMBLE

The Kootenay Columbia School District No. 20 serves approximately 300 Aboriginal students and their families representing many Aboriginal Nations. Approximately 40% of our students are Cree, the other 60% of our students are from other nations which include: Status and Non-Status, Inuit and Metis.

Historically this land has been shared, used, and nurtured by several Aboriginal peoples. The Sinixt people have traditionally lived in these lands prior to and after contact and continue to live on this land.

The Aboriginal Committee on Education (ACE) includes representation from School District No. 20 (Kootenay-Columbia) and representatives of the Aboriginal Communities. We embrace and engage all parents and elders over the life of this Enhancement Agreement. The collective responsibility for promoting the success of all Aboriginal students attending school in School District No. 20 is acknowledged through this advisory committee.

The Aboriginal Committee on Education is dedicated to the inclusion of aboriginal culture and education within the public school system and to the strengthening of the public education system by honouring the diversities in British Columbia.

This Agreement is the result of respectful, inclusive, and ongoing consultation and collaboration between the School District and Aboriginal organizations/peoples and parents. A copy of the draft Aboriginal Enhancement Agreement, along with a survey, went home to all Aboriginal families in November 2007. Families have indicated they are pleased with the direction and intent of School District #20's Aboriginal Education Enhancement Agreement.

VISION STATEMENTS:

- To provide an inclusive learning environment that supports and increases the success of all aboriginal students.
- To increase our communities' awareness of and respect for aboriginal cultural and educational needs.

PURPOSES

The purposes of the Agreement are:

- to improve the achievement and school success of all Aboriginal students; and
- to enhance all students' understanding of Aboriginal cultural, history and language; and
- to improve cross-cultural education and awareness for Aboriginal program staff and school staffs; and,
- to enhance Aboriginal parents' sense of belonging within the schools and enhance their involvement in students' Aboriginal culture, language and history instruction.

PRINCIPLES

To further increase:

- the continued academic success and graduation rates of School District aboriginal students.
- community and school awareness of aboriginal culture and history.

The performance areas selected for enhancement are those where there is assurance that the data can be:

- tracked with integrity,
- tracked over time and reviewed annually, and
- effectively used to plan and implement strategies.

The goals (or operating principles) of this Agreement will be linked with the District's Achievement Contract and will be reflected by the use of data tracking of all Aboriginal students in individual School Growth Plans. **The three goals in this Aboriginal Enhancement Agreement are not stated in order of importance. All three goals carry equal weight and importance to the success of School District #20 Aboriginal Students.**

GLOBAL GOALS

- Academic excellence with high graduation/retention rates
- Curricular teachings, curricular development
- Increase all staff cohesiveness

KEY CONCEPTS OF THIS ABORIGINAL ENHANCEMENT AGREEMENT

Through open and continued dialogue regarding this Aboriginal Education Enhancement Agreement, all parties will focus on the following concepts in order for this document to evolve and grow:

- Culture
- Language
- Heritage
- History
- Inclusiveness
- Staff cohesiveness
- Student success



Legend of the Dreamcatcher

Dreamcatchers are an authentic American Indian tradition, from the Ojibwa (Chippewa) tribe. Traditionally made by grandmothers in the tribe, dreamcatchers are given to newborn babies to be hung on their cradle-boards. The dreamcatcher lets only the good dream pass through while the bad ones get caught in the hole in the centre and disintegrate. All good dreams flow through the webbing and reach the feather, from whence they drop down to the sleeping child.

Aboriginal Enhancement Agreement Update – June 2013

The focus of this year was to continue to solidify the department's presence in the District, and continue to work at understanding student performance and the barriers that impact success in our schools.

Highlights of the year:

- A significant Aboriginal artifact (cedar carving) was commissioned and completed. Complete with traditional ceremony, the artifact was unveiled and placed as a welcoming symbol in the entrance way of JL Crowe Secondary School. School District personnel, students, and community members and dignitaries attended the event. This artifact signifies the first visual representation of Aboriginal culture in any of our schools. A second school is scheduled for a similar event and welcoming symbol for the 2013-14 school year.
- All alternate school sites received Aboriginal Support Worker time to support students in these programs.
- A focus on supporting the academic and cultural needs of students of Aboriginal ancestry was continued.
- The District continued to focus on how students of Aboriginal ancestry were performing in terms of achievement.
- A Welcome Back potluck was held in the fall for parents of students of Aboriginal ancestry. This event was very well attended and provided the first formal connection between the District and this important group of parents.
- A focus on developing shared understanding and shared responsibility for the success of Aboriginal students in our schools continued.
- All Kindergarten classrooms in the District received teachings from the locally developed Learning Journeys series.
- A hoop dancer, Teddy Anderson, provided a cultural presentation to all elementary school students in the District.
- Work was started to create a consistent cultural program to be delivered to students of Aboriginal ancestry across all elementary schools in the District. This initiative will be completed in time for implementation in the fall of 2013.
- Aboriginal Support Workers in District Secondary schools have started to examine data regarding student performance and the barriers that impact success in our schools. From this work, new protocols will be implemented to better ensure that student performance is better monitored and communication with families is more strategic.
- Teacher Learning Groups continued to operate throughout the year. Aboriginal perspectives and ways to incorporate Aboriginal traditional knowledge and views were a part of these sessions.
- The District has announced a full achievement review will occur in the fall. The Achievement Review Committee will be resurrected and will review all evidence of student achievement; students of Aboriginal ancestry will be a focus during this review.

Challenges:

- In order to meet audit criteria, student claims for funding support for students of Aboriginal ancestry were reduced. This has meant the reduction of the teacher in the department for the 2013-14 school year.

- It is time for the Enhancement Agreement to be reviewed. This will be a challenge in our area, and Ministry support and guidance will be sought to assist with making the process and outcome meaningful and fruitful.
- Ensuring success for students of Aboriginal ancestry in our secondary schools continues to be a challenge.

Aboriginal Enhancement Agreement Update – June 2012

The focus of the work of the Aboriginal Education Department was to solidify initiatives started in previous years, and to plan for reframing some existing practices in order to enhance current levels of program and support.

Highlights of the year:

- The expansion of the Aboriginal Support Worker team, with the addition of one more full-time worker added to support students enrolled in alternate programs.
- The District's continued focus on Aboriginal Education and on the achievement of students of Aboriginal ancestry.
- A focus on supporting the academic and cultural needs of students of Aboriginal ancestry was continued.
- All Aboriginal Support Workers received an iPad to support their learning of how technology can support their work.
- The annual Aboriginal Week event, held at the Mir Centre for Peace on the Selkirk College campus, was another massively successful event, with over 1200 students from our schools attending (grades K-9).
- Plans for a Welcome Back potluck/meeting for parents of students of Aboriginal Ancestry have been made. This event will take place towards the end of September in the new school year.
- A focus on developing shared understanding and shared responsibility for the success of Aboriginal students in our school continued.
- Two Aboriginal Support Worker replacements were hired, marking the first time in several years that a replacement worker was able to be called in due to the absence of a regular worker.
- The teachers' job action during most of the year distracted the work of the department. As well, district data typically collected, and a relatively new process for our district, was not collected for students of Aboriginal ancestry.
- All Kindergarten classrooms in the district received teachings from the locally developed Learning Journeys series.
- A dance group, at one of the secondary schools, was started. The students involved in the group made their own regalia and danced on the first day of the Aboriginal Week program. A local Aboriginal organization purchased moccasins for the students to wear when dancing.

Challenges:

- Providing Aboriginal language experiences, as articulated in the Enhancement Agreement, continue to be problematic. Aboriginal Support Workers do not have the language skills necessary to deliver language to students, and there is a distinct lack of Aboriginal language speakers, of any nation, in our communities. This aspect of the Enhancement Agreement will need to be revisited when the Agreement is reviewed.
- Ensuring success for students of Aboriginal ancestry in our secondary schools continues to be a challenge. Data indicates that there is an overrepresentation of students of Aboriginal ancestry in our alternate programs, and that the percentage of students of Aboriginal ancestry graduating with a Dogwood is decreasing.

Aboriginal Enhancement Agreement Update - June 2011

The focus of the work of the Aboriginal Education Department this year was to implement, nurture and support a new working model of student and school support. The Aboriginal Support Worker team was expanded, and these workers were deployed to work with students at assigned schools exclusively, a significant change from past practice.

Highlights of the year:

- Workshop on Aboriginal history and culture offered locally and attended by many educators in the District.
- First Nations Studies 12 ran as a course at two largest secondary schools for first time.
- Aboriginal education remained an agenda item on most principals meetings.
- Regularly scheduled meetings of the Aboriginal Education Department were held monthly.
- Aboriginal Support Workers schedules were changed in order to have workers spend maximum time in schools supporting students.
- Regular monthly scheduled meetings of the Aboriginal Education Department continued.
- Aboriginal Support Workers schedules spent maximum time in schools supporting students.
- A focus on supporting the cultural and academic needs of Aboriginal students was emphasized.
- A focus on developing shared understanding and shared responsibility for the success of Aboriginal students in our schools was continued.
- Data pertaining to Aboriginal student performance in the district was reviewed with Aboriginal Education Department staff.
- Data pertaining to Aboriginal student performance was collected systematically at the school and District level for the first time.
- Continued understanding by the Department that we cannot continue to deliver the same services and programs and expect to get different results.
- The attempt to engage local Aboriginal organizations did not produce the results for which the District was hoping for. As a result, a decision was made to connect directly with parents in an attempt to build relationships, hear stories, and discuss actions to support Aboriginal student success. Two events were held in the spring of 2011 to begin this important work.
- The annual Aboriginal Week event, held at the Mir Centre for Peace on the Selkirk College campus, saw over 1500 District students attend. This is a significant increase in attendance, and is reflective of the focus on Aboriginal education in the District over the past few years.

Challenges:

- Providing Aboriginal language experiences, as articulated in the Enhancement Agreement, continue to be problematic. Aboriginal Support Workers do not have the language skills necessary to deliver language to students, and there is a distinct lack of Aboriginal language speakers, of any nation, in our communities. This aspect of the Enhancement Agreement will need to be revisited when the Agreement is reviewed.
- Engaging the Aboriginal community (organizations, parents) in dialogue regarding the services and programs the District offers in support of Aboriginal student success has been challenging.

Aboriginal Enhancement Agreement Update 2010

June 2010

The focus of the work in the Aboriginal Education Department this school year was to put a District spot light on the department and its work, to analyze and interpret student achievement evidence, and to recommend a new model of connections to community Aboriginal organizations.

Highlights of the year:

- The school year started with a district wide event featuring Dr. Martin Brokenleg on a professional development day.
- Aboriginal Education was an agenda item on most Principals meetings.
- Regularly scheduled meetings of the Aboriginal Education Department were held monthly.
- Aboriginal Support Workers schedules were changed in order to have workers spend maximum time in schools supporting students.
- Two additional Aboriginal Support Workers have been added to the Department for the 2010/11 school year.
- A focus on supporting the academic needs of Aboriginal students was emphasized.
- A focus on developing shared understanding and shared responsibility for the success of Aboriginal students in our schools was initiated.
- Data pertaining to Aboriginal student performance in the district was reviewed with Aboriginal Education Department staff.
- Recognition by the Department that we cannot continue to deliver the same services and programs and expect to get different results.
- The Board of Education endorsed a new model to engage the local Aboriginal community with Aboriginal student success planning. Based on an 'outreach' model, Aboriginal community engagement will have the Director of Instruction (and, when appropriate, the Aboriginal Culture Integration Teacher and/or the Aboriginal Cultural Coordinator) attend meetings of key local Aboriginal organizations. This will allow for relationships to be developed, perspectives on the work of the District to be explored, and opinions and input regarding the Enhancement Agreement to be shared in a safe and intimate model.
- The academic success of Aboriginal students is now a formal goal of the District, and exists in the District's Achievement Plan.

Challenges

- Work on creating a shared understanding and responsibility for the success of students of Aboriginal ancestry will continue to be developed within the district.
- Providing Aboriginal language experiences, as articulated in the Enhancement Agreement, continue to be problematic. Aboriginal Support Workers do not have the language skills necessary to deliver language to students, and there is a distinct lack of Aboriginal language speakers, of any nation, in our communities. This aspect of the Enhancement Agreement will need to be revisited when the Agreement is reviewed.

Aboriginal Enhancement Agreement Update 2009

June, 2009

The 2008/09 school year was a busy one for both the school district and its Aboriginal Education Department. Highlights of the year, as they pertain to our Aboriginal student population and communities, include:

- ✓ Over 600 students attending the Aboriginal Week event held at the Mir Centre for Peace in May. Students of all ages from our school district as well as neighbouring school districts attended sessions such as pine needle basket making, the making of raw hide, and bear aware.
- ✓ The Aboriginal Committee on Education was disbanded by the Board of Education, with the intent being that a new structure be formed for the 2010/11 school year focused on improving student achievement results for Aboriginal students.
- ✓ The Aboriginal Education Department was honoured when they received notice that some of the material developed by the department was selected to be used as a resource for a course offered by the University of Victoria.
- ✓ Curriculum development continued to be major focus of the Aboriginal Education Department during the year. The success of this work was evidenced by a professional development session offered to teachers during a district professional development day, and by the increased numbers of teachers asking for programs to be delivered in their classrooms. Specifically, the following curriculum was supported with Aboriginal content developed and used this year: Home Ec (grade 9), Grade 2 Science, Grades 5, 6 and 7 Social Studies and Language Arts, and grades 8-12 Drama.
- ✓ The academic success for our Aboriginal students (goal 1) continued to be a focus for the district this school year. To this end, the Achievement Review Committee, a new structure in our district with representatives from all stakeholder groups, analyzed provincial and district achievement data for Aboriginal students. A broad, summative statement of their findings would be that although district Aboriginal students perform at or above provincial averages on most if not all achievement indicators, the gap between Aboriginal and non-Aboriginal student performance in the district is wide, with Aboriginal students performing lower than non-Aboriginal students. (For more detailed summaries of the ARC, please see Appendix A of the District Achievement Contract.)
- ✓ The Aboriginal Education Department spent time this school year creating the language and culture and history booklets that will be used for the goal focused on improving Aboriginal students' knowledge of Aboriginal languages (goal 2) and for the goal focused on improving all students' knowledge of culture and history of Aboriginal peoples (goal 3). These booklets will be used with students in the 2009/10 school year and data will be collected as noted for each goal.
- ✓ The number of self-identified students with Aboriginal ancestry continued to rise this school year, and currently sits at approximately 10% of the student enrolment.

PERFORMANCE GOALS

Area: Academic Excellence (Student Success)

Goal #1: To enhance the achievement of all Aboriginal learners.

Rationale: Currently, our Graduation Completion rates for Aboriginal students exceed the Provincial average. However, School District #20's goal is to provide the structures, encouragement and support for all our Aboriginal students to graduate.

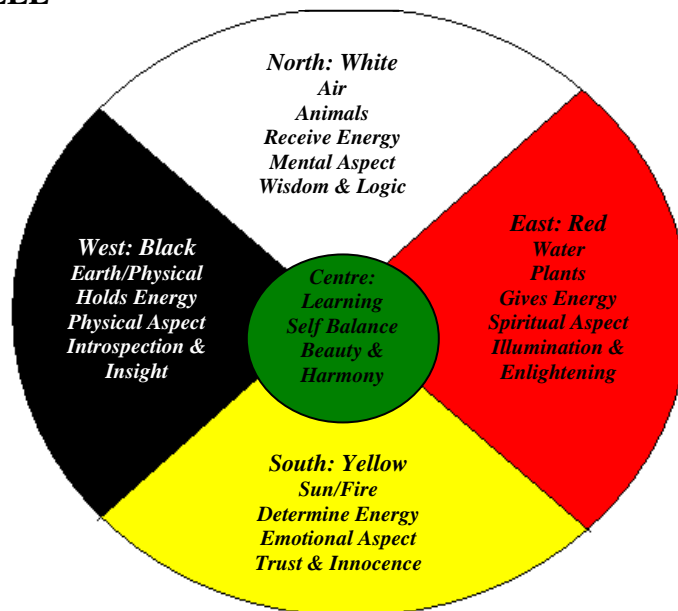
Objectives: School District #20 Aboriginal students will perform at acceptable standards (targets) set annually with the ACE Committee and School District #20 using a broad array of measures, including the Provincial Gr. 4 & 7 FSA (Foundation Skills Assessment) results, provincial exams, and retention and graduation rates. Other measures could include participation in school activities, demonstrating leadership, involvement in Aboriginal community initiatives.

In order to accomplish this goal we will:

- (i) Involve staff, parents, guardians, grandparents and community members
- (ii) Approach academic success in a holistic manner with sensitivity to the physical, social, spiritual and emotional needs of our Aboriginal learners.

Targets: Targets/Standards (or expectations) are set annually and evaluated in the fall and spring of the school year. Targets must be thoughtfully contemplated regarding their relevancy and attainability.

MEDICINE WHEEL



PERFORMANCE INDICATORS (percentage of Aboriginal students meeting /exceeding expectations)		06/07	07/08	08/09	09/10	10/11	11/12
READING	Gr 4 FSA		70%	56%	64%	69%	64%
	Gr 7 FSA		44%	51%	53%	69%	36%
WRITING	Gr 4 FSA		61%	59%	58%	66%	63%
	Gr 7 FSA		52%	46%	59%	69%	56%
NUMERACY	Gr 4 FSA		65%	59%	46%	52%	56%
	Gr 7 FSA		59%	24%	54%	52%	36%
DISTRICT MATH ASSESSMENT	Gr 2	n/a					piloted
	Gr 5	start 12-13					June 2013
DISTRICT WRITING ASSESSMENT	Gr 3					Data was not	District wide writes did not
	Gr 6					"clean" and	occur due to
	Gr 9					could not be used	teachers' job action
PERFORMANCE INDICATORS (C- or better) Aboriginal Students		06/07	07/08	08/09	09/10	10/11	11/12
PROV EXAM	Gr 10 English	93%	96%	96%	87%	78%	92%
	Gr 12 English	92%	100%	100%	95%	90%	95%
TRANSITION RATES		06/07	07/08	08/09	09/10	10/11	11/12
Grade 8 to 9		93%	95%	97%	100%	90%	94%
Grade 9 to 10		78%	91%	97%	87%	81%	100%
Grade 10 to 11		85%	69%	84%	83%	68%	96%
Grade 11 to 12		85%	80%	73%	84%	85%	81%
GRADUATION RATES		06/07	07/08	08/09	09/10	10/11	11/12
Dogwood Certificate		74%	67%	76%	69%	55%	69%

Area: Language

Goal #2: To improve Aboriginal students’ knowledge of Aboriginal languages.

Rationale: It is important to maintain cultural awareness and heritage by appreciating the beauty of Aboriginal Languages. Linda Pelly-Landrie commented that, “It is our firm belief that language cannot be separated from culture - they are two sides of the same coin.” *

Objectives: All Aboriginal students in School District #20 will learn Aboriginal words. Other students will have the opportunity to experience the language. Beginning with Grade Four in the 2009-10 school year, every Aboriginal student will learn 20 words. As Aboriginal students progress through the next five years and school grade levels, the numbers of words expected to be learned will be increased.

In order to accomplish this goal we will:

- (i) Involve staff, parents, guardians, grandparents and community members in teaching language.
- (ii) Create language booklets.

PERFORMANCE INDICATORS (percentage of Aboriginal students who have mastered the required number of words per grade level)	09/10 (Gr 4)	10/11 (Gr 4-5)	11/12 (Gr 4-6)	12/13 (Gr 4-7)	13/14 (Gr 4-8)
Gr. 4 (20 words)					
• Pronunciation	not	not	not	not	
• Meaning	completed	completed	completed	completed	
Gr. 5 (30 words)					
• Pronunciation		not	not	not	
• Meaning		completed	completed	completed	
Gr. 6 (40 words)					
• Pronunciation			not	not	
• Meaning			completed	completed	
Gr. 7 (50 words)					
• Pronunciation				not	
• Meaning				completed	
Gr. 8 (60 words)					
• Pronunciation					
• Meaning					

**Linda Pelly-Landrie has more than 20 years of experience in working for First Nation governments, particularly in the field of Aboriginal languages. She is the former president of the First Nations Confederacy of Cultural Education Centres and is a former member of the Heritage Advisory Group to the Minister of Canadian Heritage.*

Area: Culture & History

Goal #3: To improve all students' knowledge of culture and history of Aboriginal peoples.

Rationale: Students must have exposure to wide and diverse experiences with many Aboriginal cultures in order to begin to grasp the complexity and strengths of each Aboriginal Nation. History that is taught thoughtfully and with engagement and meaning, will result in a deep appreciation by students for local Aboriginal peoples history and culture. Progressing from this learning, it is imperative students understand historically and culturally, our provincial and national Aboriginal peoples. It is through this understanding that all students will learn to treat each other with dignity and respect.

- Objectives:**
- (i) All District students will have an appreciation and understanding of Aboriginal cultures and increase their Aboriginal cultural experiences.
 - (ii) District students will be knowledgeable regarding the history of Aboriginal peoples in Canada and Aboriginal students will be knowledgeable regarding their particular nation's history.

In order to accomplish this goal we will:

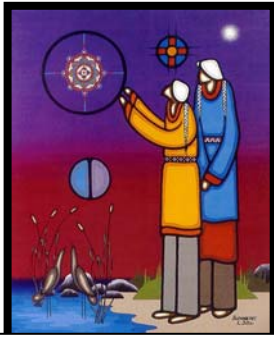
School District #20 staff for the 2008-09 school year, will design a School District #20 Aboriginal Culture & History booklet for Primary students. (This project was started in the 2007-08 year but will be finished in 2008-09.) The following school year staff will design a School District #20 Aboriginal Culture & History booklet for Intermediate students. In year three, a School District #20 Culture & History booklet for Secondary students will be designed. It is the expectation that students will complete activities, participate in cultural events and master at least 85% of the content of these booklets at their grade level.

Update 2010:

The idea of creating booklets to address cultural learning has been changed. The Aboriginal Education Department personnel believe that tracking the number of cultural experiences each Aboriginal student participates in over the course of a year will provide better evidence developing knowledge of Aboriginal culture and history than filling in booklets. With this change, the department will begin tracking student participation in Aboriginal cultural experiences over the 2010/11 school year, with the target being that 100% of students in grades 1-7 will participate in at least 6 Aboriginal cultural experiences in the school year.

PERFORMANCE INDICATORS	10/11	11/12	12/13	13/14	14/15
Grade 1	20%	25%	81%		
Grade 2	28%	40%	76%		
Grade 3	36%	52%	80%		
Grade 4	24%	32%	74%		
Grade 5	14%	16%	59%		
Grade 6	8%	8%	43%		
Grade 7	6%	8%	65%		

In order to promote our three goals all parties commit to:



Leland Bell
Discovering Wisdom

- Increase schools' and Aboriginal parents' involvement in the development and implementation of Aboriginal cultural, historical and language teachings.
- Provide more opportunities and encouragement to engage parents and elders more directly with all students and staff. Understanding builds trust. Our school community will be enriched from the support, positive influence and presence of parents and elders.
- To continue to enhance Aboriginal program staff's knowledge of Aboriginal culture, language and history to reflect the diversity of cultures within our community.
- To provide and encourage the hiring of teachers of Aboriginal ancestry as per the provincial BCTF/BCPSEA understanding.

PERFORMANCE EVALUATION AND AGREEMENT REVIEW

The School District No. 20 Aboriginal Committee on Education shall undertake an annual assessment of the Enhancement Agreement for the purposes of re-adjusting programs and targets based on Goal attainment analysis and student, parent, staff and Board of Education input. They will communicate progress, successes, set-backs, and growth areas annually in writing to the School District community and the Aboriginal communities.

Implementation:

- Targets are reassessed yearly to see if they are attained or sustained.
- Strategies will be monitored and discussed throughout the year.
- An Annual Report will be developed.
- Parents, guardians and family will be encouraged to participate in sharing their traditions in a classroom setting.
- Workshop opportunities will be offered for Aboriginal culture and promotion of cultural sensitivity for teachers through individual and District Wide Professional Development days.

Concepts:

- Breakfast Club
- Grandparent reading program
- Review Performance Indicators with Aboriginal students:
 - will monitoring these help you be successful?
 - what are the resources for your success?