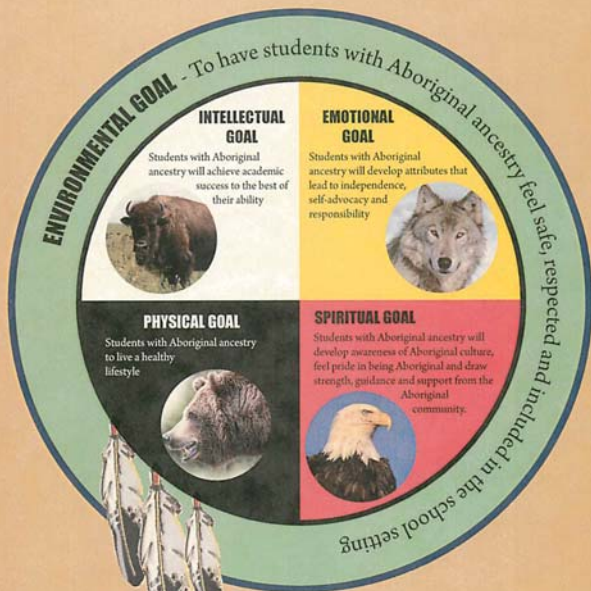




ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT



Delta School District
Inspired Learning





ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT

PREAMBLE

The Enhancement Agreement sets the framework for the development and implementation of our Aboriginal education program. The goals of our program are to assist Delta students with Aboriginal ancestry to be successful in school and to learn about Aboriginal culture. The success of students with Aboriginal ancestry is a collective responsibility of the school district, the home, and the Aboriginal community. We have established a strong partnership through which we will continue to strengthen our shared commitment to improve results for students with Aboriginal ancestry.

The Aboriginal Education Advisory Committee is a collaborative group representing the Aboriginal Community of Delta. This includes parents of students with Aboriginal ancestry, community members with Aboriginal ancestry, and representatives from the Delta School District. The committee's mandate is to provide guidance and direction for the Delta School District Aboriginal Program.

The Committee invited participation from many groups representing the stakeholders in the improvement of educational outcomes for students with Aboriginal ancestry in Delta including: Delta Teachers' Association, the Association of Delta School Administrators, the Delta Aboriginal Support Workers, the Delta School Trustees, the Musqueam First Nation, the Tsawwassen First Nation, the Wilson Family, community members with Aboriginal ancestry, and all of the parents and or guardians of students with Aboriginal ancestry.

The Committee has played a key role in the development of the Delta Aboriginal Education Enhancement Agreement and will continue to monitor and implement this agreement in collaboration with the Aboriginal Community of Delta.

The Committee acknowledges and honours The First Nations in whose traditional territories the School District resides: Tsawwassen Nation and Musqueam Nation.

This agreement will enhance the educational outcomes and education equity for all Delta students with Aboriginal ancestry. In addition, the agreement sets as a goal to raise awareness and knowledge of Aboriginal culture for the entire school community.

OCTOBER 2011



THE DELTA CONTEXT

The Delta School District encompasses the communities of Ladner, Tsawwassen and North Delta. It is located within the traditional territory of the Tsawwassen First Nation. The area population of 100,000 residents is made up of more than 25,000 families. Approximately 1.9% of the people living in Delta are of Aboriginal ancestry. Just under 16,000 students attend the 31 public schools in Delta. This group is composed of about 8,600 children in 24 elementary schools and 7,200 students in the 7 secondary schools.

The Delta School District has an excellent record of high student achievement, participation and Dogwood (graduation) completion rates. There are just over 500 students with Aboriginal ancestry enrolled in Delta schools, comprising approximately 2.9% of the district student population. Students of Aboriginal ancestry attend all Delta schools. There are 6 schools with 20 or more students of Aboriginal ancestry. There are approximately 60 students from the Tsawwassen First Nation and Musqueam First Nation attending Delta schools. There are 440 students living off reserve from many different Nations.

Our Aboriginal Education Enhancement Agreement

The District signed its first Aboriginal Education Enhancement Agreement (AEEA) in the spring of 2005 as part of the district's commitment to improve Aboriginal student success. The Aboriginal Enhancement Agreement Annual Reports are on the district website. As part of their commitment, the Board provides additional resources that support Aboriginal students from Elementary through to Secondary. As well, we are proud of the literacy initiatives that are inclusive of Aboriginal parents, community and preschool children.

Data collected during our last Enhancement Agreement has provided the foundation for the development of the goals for this new AEEA. They have shown that, over the past 9 years, the percentage of students with Aboriginal ancestry who graduate within six years has improved, rising from 37% to 60%. It is an encouraging sign that progress has been made. Students with Aboriginal ancestry in Delta achieve at a higher rate than students with Aboriginal ancestry in the province. We have noticed that our grade-to-grade transition data has improved to the point that our students with Aboriginal ancestry are staying in school through grade 12. It also became evident however, that some are not completing their Dogwood graduation requirements. Based on information gleaned from our last AEEA, the District has been providing additional support for students who are academically at-risk and are pleased to report a decreasing trend (50% in 2007 to 33% in 2011) in the numbers of such students.



PURPOSE OF OUR ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT

The purpose of this Enhancement Agreement is:

- a. To ensure students with Aboriginal ancestry achieve social and academic success in the Delta School District.
- b. To honour and actively support the revitalization of the histories, cultures, languages and governance of the people with Aboriginal ancestry whose traditional and adopted territories are served by Delta School District.
- c. To celebrate the accomplishments of our students with Aboriginal ancestry.
- d. To celebrate and acknowledge Aboriginal culture as an important part of our schools.

PRINCIPLES OF OUR ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT

The performance areas for enhancement will be in areas where data is:

- tracked over time
- interpreted cautiously when numbers are small
- related to the goals of Delta School District achievement contract and school plans
- effectively used to implement intervention for improvement
- reported in the Delta School District Annual Report on students with Aboriginal ancestry.

Based in part on information from the last AEEA, the District planned and implemented a tracking and support initiative to monitor the individual needs of all students, including those with Aboriginal ancestry. We also continue to ensure that students with Aboriginal ancestry have access to all district services based on individual assessment and needs.

Delta School District is committed to developing culturally aware and sensitive staff so that students and parents of Aboriginal ancestry feel welcomed, honoured and respected.

The District recognizes and is committed to maintaining a cultural component for all students with Aboriginal ancestry. It is understood that this is a fundamental component of any program to improve students with Aboriginal ancestry performance.



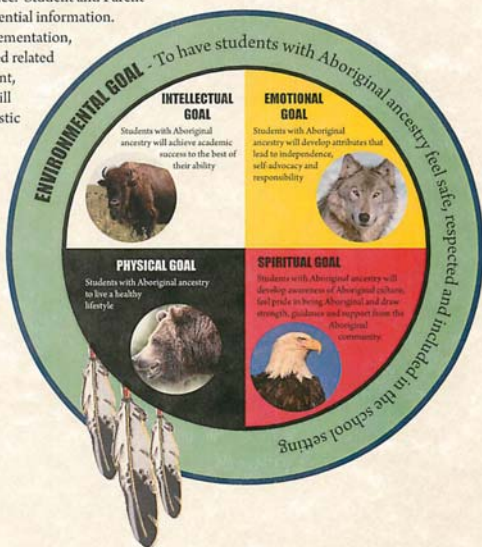
PERFORMANCE GOALS

Delta School District is committed to enhancing success for our students with Aboriginal ancestry. The goals for achieving success were developed based on the question posed to our Advisory Committee: "What would success look like for our students?" The Committee strongly reinforced the concept of 'balance' as being central to health and success. Culture, Personal and Emotional Attributes, Physical Health and Safety are of equal importance to Academic Achievement.

These four goal areas are reflective of the Medicine Wheel teachings about achieving balance in the Spiritual (Culture) realm, the Emotional (Personal Attributes) realm, the Physical (Health and Safety) realm and the Intellectual (Academic) realm. There are many, many versions of the Medicine Wheel, but all are similar in their teachings. The circle represents the Circle of Life, which includes, among other things, the four sacred directions and the aspects of a balanced life. Each quadrant is represented by a color (the ones used here are the colors used in the Delta School District) and a totem, who's strengths are associated with the life aspect. The totems in this wheel are from the Cree teachings.


Student success will be measured using a wide variety of statistical as well as holistic measures. Report cards and provincial assessments will provide academic achievement data. Other areas related to student achievement and school participation will be monitored: graduation rates, grade-to-grade transition rates and attendance. Student and Parent surveys will also provide essential information.

During the first year of implementation, baseline data will be collected related to the 5 goal areas and student, parent and school surveys will be created for gathering holistic information.





ENVIRONMENTAL GOAL

ENVIRONMENTAL GOAL	We are working toward students with Aboriginal ancestry:	Evidence
<p>To have students with Aboriginal ancestry feel safe, respected and included in the school setting.</p> 	<ul style="list-style-type: none">• feeling that schools reflect respect and appreciation of Aboriginal culture.• being comfortable in expressing feelings and opinions in classroom settings.• feeling valued, supported and respected in their school community.• as well as Non-Aboriginal students and staff developing knowledge about Aboriginal culture and history.• learning Aboriginal content, especially Coast Salish, in classrooms.	<ul style="list-style-type: none">• Student Survey (under development) which will include questions related to the targeted attributes.• Ministry Document: How Are We Doing?; Satisfaction Survey.• ABSW Service Records (presentations to all members of the school community).

Rationale:

We know from our parents, our support staff, and our Aboriginal Advisory Committee as well as research, that all students will be most successful in a school environment that understands and appreciates their culture and history. To reach their full potential our students must feel valued and safe. This has been well documented through our ancestors who survived the Residential School system, but is still significant for many of our students who still feel the effects of its legacy. By increasing the opportunities for all staff and students to learn about Aboriginal culture and history, and therefore demonstrate awareness and respect, we hope to create a school culture that fosters such feelings.

Baseline Data will be determined after collecting and analyzing the results as indicated in the Evidence section. During the first year, the School and Student surveys will be created and implemented.

Targets: Targets will be created once baseline data is established.



EMOTIONAL GOAL

EMOTIONAL GOAL	We are working toward students with Aboriginal ancestry:	Evidence
Students with Aboriginal ancestry will develop attributes that lead to independence, self-advocacy and responsibility.	<ul style="list-style-type: none">• being independent and resourceful.• being respectful and responsible.• giving, receiving and asking for help.• feeling validated, successful and happy.• demonstrating social responsibility for self, family and community.• feeling supported.  <ul style="list-style-type: none">• demonstrating positive self-esteem and confidence.• accessing supports and resources as needed.	<ul style="list-style-type: none">• Student Survey, which will include questions related to the targeted attributes.• Ministry Document: How Are We Doing?; Satisfaction Survey.• ABSW Service Records (tracking of agencies and services accessed).

Rationale:


Research clearly indicates that a positive self-concept and intrinsic motivation are predictors of success. These are built on strong relationships, feelings of support and connectivity and the confidence to take risks. Our Aboriginal Program is strongly committed to fostering such feelings and personal attributes in our students.

Baseline Data will be determined after collecting and analyzing the results as indicated in the Evidence section. During the first year, the School and Student surveys will be created and implemented.

Targets: Targets will be created once baseline data is established.



SPIRITUAL GOAL

SPIRITUAL GOAL	We are working toward students with Aboriginal ancestry:	Evidence
<p>Students with Aboriginal ancestry will develop awareness of Aboriginal culture, feel pride in being Aboriginal and draw strength, guidance and support from the Aboriginal community.</p> 	<ul style="list-style-type: none">• integrating traditional teachings and values into their lifestyle.• demonstrating pride in their Aboriginal culture and heritage.• feeling comfortable 'walking in two worlds' the traditional and modern way of life.• sharing culture with others.	<ul style="list-style-type: none">• Student Survey which will include questions related to participation in outside cultural experiences.• Aboriginal Program participation.• Track students out-of-school cultural activities and/or events.

Rationale:


Our Elders tell us that we need to know where we have come from in order to know where we are going. Culture is the way to our past, present and future. Participation in Aboriginal cultural activities will foster understanding of Traditional Teachings which provide the basis for a healthy, balanced life.

Baseline Data will be determined after collecting and analyzing the results as indicated in the Evidence section. During the first year, the School and Student surveys will be created and implemented.

Target: Targets will be created once baseline data is established.



INTELLECTUAL GOAL

INTELLECTUAL GOAL	We are working toward students with Aboriginal ancestry:	Evidence
Students with Aboriginal ancestry will achieve academic success to the best of their ability.	<ul style="list-style-type: none">• attending school regularly.• maintaining passing grades in literacy and numeracy.• graduating and attend post-secondary.• taking advantage of the intellectual opportunities that are available. 	<ul style="list-style-type: none">• School attendance.• Report card grades. In a district initiative to address the needs of all students, lists of students considered to be At-Risk (those who receive Not Yet Meeting, Approaching, C- or below on their report cards) are sent to all schools. Targeted support is given to students in all grades.• Participation and Pass rate for courses leading to graduation.• Dogwood completion, transition rates.• Scholarships obtained by students with Aboriginal ancestry.

Rationale:

We know from research that strong literacy and numeracy skills are essential for academic success. We are committed, through several district initiatives to ensuring all students with Aboriginal ancestry develop skills in these areas to better enable them to be successful.

Baseline data will be determined after collecting and analyzing the results as indicated in the Evidence section. During the first year, the School and Student surveys will be created and implemented.

Target: Targets will be created once baseline data is established.



PHYSICAL GOAL

PHYSICAL GOAL	We are working toward students with Aboriginal ancestry:	Evidence
Students with Aboriginal ancestry to live a healthy lifestyle.	<ul style="list-style-type: none">• making healthy choices.• knowing how to keep themselves safe.• having adequate food, clothing and shelter.• engaging in daily physical activity.	<ul style="list-style-type: none">• Students making healthy choices.• Students knowing how to keep themselves safe.• Students having adequate food, clothing and shelter.



Rationale:

Success in achieving the Environmental, Emotional, Spiritual and Intellectual will lay the foundation for our students to make appropriate choices and enjoy a healthy lifestyle

Baseline data will be determined after collecting and analyzing the results as indicated in the Evidence section. During the first year, the School and Student surveys will be created and implemented.

Target: Targets will be created once baseline data is established.



APPENDIX

Delta School District is committed to improving the success of our students with Aboriginal ancestry. Based on collaborative planning by district staff, schools, and support staff, a number of initiatives have been put in place over the past few years.

The following actions, strategies and structures have been instrumental in facilitating student success:

- The focus for improving report card marks and school completion is individually determined. Schools identify and develop student learning intervention plans for academically at-risk students with Aboriginal ancestry.
- The academic performance of students with Aboriginal ancestry is tracked and reviewed with classroom teachers, school-based teams and parents.
- Spiritual, physical, intellectual and emotional health are included when planning for students with Aboriginal ancestry.
- Inclusion of Aboriginal content into curriculum is encouraged and resources are available in all schools.
- Students with Aboriginal ancestry who are identified as 'at-risk' receive Learning Assistance or Soar to Success support.
- Opportunities for intensive literacy intervention are available through the Early Reading Intervention Program (ERIP). 15% of the students in this program are of Aboriginal ancestry.
- There is representation on the District Literacy Committees (Programs and Special Programs) of Aboriginal interests.
- Best practice instructional strategies for Aboriginal literacy success are targeted and in-service in these strategies is provided to teachers working with students with Aboriginal ancestry.





APPENDIX

- Literacy Assessments break out Aboriginal data for students as a specific group.
- District grants provide additional teaching resources to target academic improvement for academically at-risk students with Aboriginal ancestry.
- Opportunities for enhanced language intervention are available through the Academic Language Development (ALD) Program.
- Grade-to-grade and school-to-school transitions are monitored and supported.
- The attendance of students with Aboriginal ancestry is monitored and acted upon.
- There is frequent communication between home and Aboriginal Support Workers to improve successes.
- Aboriginal Support Workers are available in each school.
- Cultural programs and opportunities are available in all schools.
- The District Aboriginal Advisory Council focuses attention on the academic performance of students with Aboriginal ancestry.
- In-service opportunities about Aboriginal culture and teaching strategies are offered to non-Aboriginal staff and students.
- Delta participates in the annual Youth Leadership Conference and celebrates the annual District Powwow.
- Enriched cultural opportunities are offered through after-school programs.





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