



Boundary Aboriginal Education Enhancement Agreement 2011—2016

The logo representing the S.D. 51 Aboriginal Education Enhancement Agreement was created in 2006 by members of the Boundary Aboriginal Education Advisory Council in celebration of our first Agreement. The background depicts the Kettle River flowing through the mountains and valleys throughout the Boundary area. The dream catcher is holding our hopes and dreams for success for all of our children of Inuit, First Nations and Metis ancestry.

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Voices of our Community

These student gatherings help students be heard and it also brings students together. It gives student feedback on what teaching should be introduced to the system. What we have already as tools in our reach are good things, but we still need some more traditional teachings like more traditional food preparation that is in or near the area of Grand Forks. But the gatherings are also bringing students together with elders of the area to be mentored by the Elders of our area. We also have a good turn-out of students for these gatherings and I beg you to keep coming to these gatherings, without it we won't be able to be fully heard. From my head straight on the paper I bid you a good day brothers and sisters.

Josh Ridsdale, Student, Walker Development Centre

The Medicine Wheel is a great tool to help us understand the full nature of our beings and that we are always on the way to becoming, none of us are there yet. The young students are only starting this journey and what one sees, are the parts of one self in them. What do they really need to become whole beings? No one person really knows this, it is a collection of many inputs and processing from many involved in their lives. By valuing each as part of the living circle and speaking the Truth in gentleness are we giving them the freedom to be who the Creator made them to be and also a gentle reminder of higher things.

Terry Jackson, Metis elder



As we are about to sign our "new" Aboriginal Education Enhancement Agreement, I look forward to the next five years—with eagerness and excitement and the Medicine Wheel concept to guide us in a positive way.

I must also reflect on the past five years accomplishments with pride and satisfaction. In that time we witnessed many presentations that brought cultural teachings to our students, staff and everyone in attendance.

I am honoured to be part of this committee and the process and I am proud to be part of the Aboriginal community.

All My Relations,

Joanie Holmes, Metis Elder, BANAC president



As a parent and President of the Metis Association I am very pleased. I am looking forward to the next five years using the Medicine Wheel component. There is much excitement from youth and the Aboriginal community. We are all looking forward to walking this path together and believe that great things are going to happen because of the past five years of successes.

Danny Williamson, President of Metis Association.

PREAMBLE

This second Boundary Aboriginal Education Enhancement Agreement represents an ongoing commitment between the Boundary School District, local Aboriginal Communities and the Ministry of Education. Through a continuing collaborative partnership between all parties we are committed to improving educational achievement for all Aboriginal students. We proudly acknowledge this collective relationship of shared responsibility and decision making to set goals to meet the educational needs of Aboriginal students.

The following members of the Boundary Aboriginal Education Advisory Council have been involved in the Enhancement Agreement process:

Joan Holmes	Boundary All Nations Aboriginal Council, President and Metis elder
Danny Williamson	Boundary Metis Community Association, President
Terry Jackson	Boundary Metis Community Association, West Boundary
Erika Schoenfeld	Aboriginal Family Support Worker, Boundary Family and Individual Services Society
Wanda Hecht	Aboriginal Education Teacher
Marilyn Hanson	Aboriginal Education Teacher
Billy Metcalf	Aboriginal Enhancement Child and Youth Counselor
Victoria Runge	Aboriginal Education Enhancement Worker
Jennifer Turner	Walker Development Centre, Principal and District Vice-Principal Student Support Services
Vicki Gee	School Trustee
Maxine Ruzicka	Director of Instruction



INTRODUCTION

According to the Ministry of Education, Aboriginal Education Enhancement Agreements are intended to:

1. Improve the quality of education for all Aboriginal students;
2. Support strong cooperative, collaborative relationships between Aboriginal communities and school districts;
3. Provide Aboriginal communities and districts greater autonomy to enhance student outcomes, and
4. Require a high level of respect and trust to function.

In preparation for the creation of the second Boundary Aboriginal Education Enhancement Agreement, the Boundary Aboriginal Education Advisory Council (BAEAC) engaged in an extensive process to make presentations to and consult with school staffs, students, parents and community over the past year.

This included:

- May/June 2011—presentations and consultation with every school staff
- April 2011—presentation and consultation with Boundary Metis and Boundary All Nations Aboriginal Council (BANAC)
- Fall 2011—presentations to community groups and organizations
- January 2012—Medicine Wheel process (appreciative inquiry focus) with principals, vice-principals, district staff and BAEAC
- March 2012—Medicine Wheel Student Forums (appreciative inquiry and brainstorm) with students at Boundary Central Secondary School (BCSS) and Grand Forks Secondary School (GFSS)
- May 2012—Medicine Wheel Parent Forum (sharing student forum results and appreciative inquiry for input)

There is a strong commitment to building on our past achievements and strengths from our first Boundary Aboriginal Education Enhancement Agreement. The BAEAC has decided to deepen our work over the next five years by framing four goal areas, reflecting the teachings of the Medicine Wheel, in support of intellectual, physical, emotional and spiritual development of Aboriginal students in the Boundary School District.



GUIDING PRINCIPLES

BAEAC Values & Guiding Principles

The Boundary Aboriginal Education Advisory Council acknowledges and is committed to the collective responsibility of the Aboriginal communities and the Boundary School District for the success of all Aboriginal learners. All partners work together to foster success for Aboriginal students through relationship building and partnerships with parents, families and communities.

We acknowledge the importance of this continuing relationship and commit to working towards establishing, maintaining and improving our connections:

- to honour the traditional peoples within the Boundary School District area, which includes the Okanagan People as well as other First Nation, Metis and Inuit peoples
- to recognize the leadership of the Boundary All Nations Aboriginal Council (BANAC) and the Boundary Metis Community Association as the supporting voice for Boundary Aboriginal education
- to strengthen a holistic approach, as informed by the medicine wheel teachings, to improve educational success for students of First Nations, Metis and Inuit ancestry
- to increase the graduation rate of aboriginal students
- to increase student achievement in all literacy areas from kindergarten to grade 12
- to encourage and challenge students to achieve the highest standards in their educational, emotional, social, cultural and spiritual well being
- to nurture Aboriginal pride through promoting awareness of Aboriginal cultures, and heritages in the context of the whole school and in the curriculum
- to cultivate a continuum of services and support in collaboration with community partners from early intervention to career start
- to provide students with multi-cultural experiences which prepares them for living in Aboriginal society and the larger Canadian society
- to strengthen and deepen collaborative relationships between School District No. 51, the Boundary Metis Association and BANAC
- to encourage and support Aboriginal parent and caregiver involvement (Aboriginal voice), recognizing that a child's first educator is their family
- to ensure the goals of the Boundary Aboriginal Education Enhancement Agreement are realized



PERFORMANCE INDICATORS AND TARGETS

Performance indicators are selected from all sources of data available and are used to measure improvement from reliable information that can be:

Collected from multiple sources to ensure accuracy (individual, classroom, school, district, and provincial level data);

Tracked over time to identify trends;

Effectively used to implement interventions and best practices; and

Quantitative and qualitative to support targets and goal areas.



Performance indicators are designed to increase or improve academic achievement and other goal areas for all Aboriginal learners. Targets will be established and/or reaffirmed each year and monitored over the duration of this Aboriginal Education Enhancement Agreement. Targets can change over time and will be re-assessed annually to determine if they are realistic and attainable.

Performance Indicators, targets and results will be prepared and reported by the Boundary Aboriginal Education Advisory Council and District Administration in an annual Aboriginal Education report to the Board of Education and the Ministry of Education.

MEDICINE WHEEL FRAMEWORK

The following 2011-2016 goals, which reflect the teachings of the Medicine Wheel, form the framework for how we support and build success for Aboriginal learners. Over the past several years, members of the Boundary Aboriginal Education Advisory Council (BAEAC) have recognized that we were at a place to strengthen and deepen the understanding and appreciation for Aboriginal Culture among learners, staff and the school community. We also identified the need to articulate the full scope of the work and resources that are now available in schools to support Aboriginal learners. This included supports for and opportunities to develop social, emotional, physical, intellectual and spiritual growth in all of our learners.



Three years ago, the Boundary School District organized the East/West Kootenay/Boundary Regional Aboriginal Education Conference, with Dr. Martin Brokenleg as a keynote presenter on the Circle of Courage. We realized that the Medicine Wheel would help us to articulate our goals and realize our BAEAC Vision and Guiding Principles. Subsequent research on brain based learning, self-regulation and the 40 developmental assets strengthened our desire to renew the Boundary Aboriginal Education Enhancement Agreement in a Medicine Wheel framework. Using the Medicine Wheel as a lens helps us identify where we are and the areas that we need to develop in order to manifest our potential.

We would like to thank School District 23, Central Okanagan, for their generosity in releasing Karen Chase – Aboriginal Education Cultural Facilitator and Assistant Superintendent, Terry-Lee Beaudry, who shared their journey and teaching of the Medicine Wheel with us. We are grateful for their input. In this regard, we have used their Medicine Wheel interpretation:

- North – white - intellectual (mind)
- East – yellow - emotional
- South – red - spiritual
- West – black - physical

ABORIGINAL ENHANCEMENT AGREEMENT GOALS 2011-2016

Success for Aboriginal students will be defined by the realization of the following goals:

Emotional Goal: All Aboriginal students will experience a sense of belonging, self-respect and pride of heritage.

Rationale

We believe that increased appreciation and acceptance of Aboriginal culture from all students and staff is fundamental to an Aboriginal learner's sense of belonging and plays a significant role in school completion. Ongoing research indicates that being connected to an adult in the home, at school and in the community helps in the formation of healthy relationships, and a positive self-concept which is fundamental to life-long success.



Indicators

- Improved attendance rate for those who have missed 8 or more days of school in 2011/2012
- Improved sense of belonging as measured on the Aboriginal Education rubric or satisfaction survey
- Increased appreciation and acceptance of Aboriginal culture from others in the school as measured by an Aboriginal education culture rubric or satisfaction survey

Inquiry dialogue:

How are we establishing and evaluating the environment that supports Aboriginal learners in developing a sense of belonging, self-respect and pride of heritage?

Intellectual Goal: All partners will work towards increasing the level of academic success for Aboriginal students.

Rationale

We want all students with Aboriginal ancestry to make consistent progress in school achievement. We recognize that key transition times – such as school entry into Kindergarten, from Elementary to Secondary School, and from Secondary School into careers or post-secondary institutions are critical foundational times for learner success. Student enhancement plans will be in place for each student as a road map to achieving their personal goals.

Indicators

- Increase the number of students meeting or exceeding expectations in Reading and Numeracy
- Improve Reading and Numeracy achievement results
- Increase student participation in and performance on English 10 and English 12 provincial exams
- Improve final letter grades in Secondary Math, English and Communications
- Increase or maintain six year school completion rates at 85% or higher



Inquiry dialogue:

How are we improving and evaluating the academic achievement for all Aboriginal learners?

Spiritual Goal: All Aboriginal students will increase their awareness, knowledge and pride of their ancestry through the recognition and honouring of their culture, traditions, history and language in an inclusive environment with all learners in classrooms.

Rationale

It is critical for all staff and learners in classrooms to increase their awareness, knowledge and respect of and for Aboriginal culture, traditions and language as this will anchor a deeper appreciation of the history of this land and the way that the Original Peoples lived their lives in the more distant past, the present and into the future.



Indicators

- Increase the number of students participating in school, district or community Aboriginal cultural opportunities
- Increase the knowledge and appreciation for the culture of the Okanagan People, recognizing that the Boundary School District is located in their traditional territory, as measured by Aboriginal Education rubric or student survey

Inquiry dialogue:

How are we including all Aboriginal learners, staff and members of the school community in supporting and successfully participating in the achievement of this goal?

Physical Goal: All Aboriginal students will increase their awareness of healthy choices that enhance their well-being.

Rationale

Research increasingly reinforces the importance of living healthy lifestyles. From the food that you eat, to the amount of physical activity you get and the healthy habits that you develop – all play a critical role in being ready to learn and participating fully in other learning and social activities.

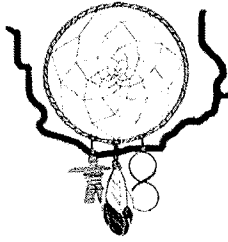
Indicators

- Increase student participation in activities and programs that support healthy choices and active living
- Increase student knowledge on drug awareness and support for substance abuse/misuse
- Increase student attendance at school



Inquiry dialogue:

How are we increasing Aboriginal learner awareness of healthy choices that enhance their physical well-being?



Boundary Aboriginal Enhancement Agreement

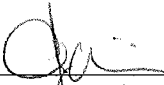
BOUNDARY SCHOOL DISTRICT Memorandum of Agreement

In the Boundary District, all of our education partners acknowledge and honour the special relationship that exists with our diverse Aboriginal community. We also recognize and honour the historical significance of the Okanagan peoples in the history of the Boundary.


We, the undersigned, acknowledge and honour our collective responsibilities for the success of all Aboriginal learners in School District No. 51 (Boundary). We agree to the terms of this Boundary Aboriginal Enhancement Agreement for the period of July, 2011 to June 2016.

Dated June 27, 2012, Grand Forks BC.

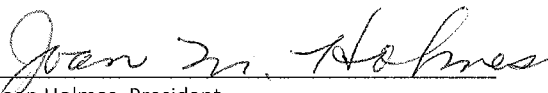
Boundary Aboriginal Education Advisory Council




Danny Williamson, President
Boundary Métis Association




Erika Schoenfeld
Aboriginal Family Support Worker, BFISS



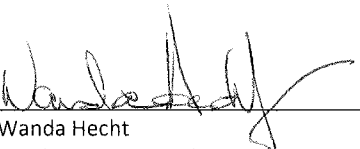
Joan Holmes, President
Boundary All Nations Aboriginal Council



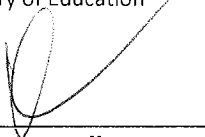
Victoria Runge
Aboriginal Enhancement Worker, GFSS



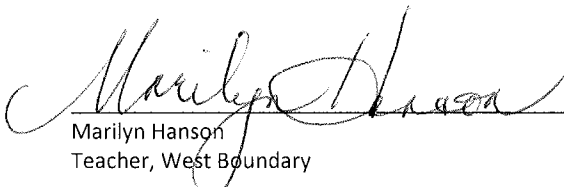
Ted Cadwallader
Ministry of Education



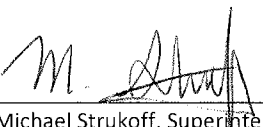
Wanda Hecht
Teacher, East Boundary



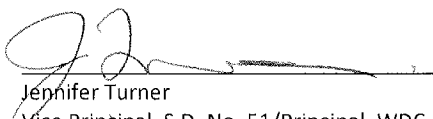
Teresa Rezansoff
Board Chair, School District No. 51 (Boundary)



Marilyn Hanson
Teacher, West Boundary




Michael Strukoff, Superintendent of Schools
School District No. 51 (Boundary)



Jennifer Turner
Vice Principal, S.D. No. 51/Principal, WDC



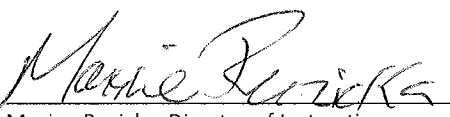
Honourable John Slater
MLA, Boundary-Similkameen



Vicki Gee
Trustee, School District No. 51 (Boundary)



Terry Jackson
Boundary Métis Association, West



Maxine Ruzicka, Director of Instruction
School District No. 51 (Boundary)



APPENDIX 'A'

TERMS OF REFERENCE

Boundary Aboriginal Education Advisory Council
Terms of Reference
Reviewed October 5, 2011

Membership:

- 2 representatives of the Metis Association, appointed by the Metis Association executive (E&W Boundary if possible)
- 2 BANAC representatives, appointed by BANAC
- 1 representative from Selkirk College – Aboriginal Coordinator
- 10 parent representatives – every school may have an Aboriginal parent representative at the Advisory table
- Aboriginal foster parent representative
- School Aboriginal program teachers
- School Aboriginal Support Workers
- 1 BFISS representative – Aboriginal Family support
- 2 Aboriginal Student / Youth representatives (Grand Forks Secondary and Boundary Central Secondary)
- 1 School District Trustee
- 1 Administrative Officer from Schools
- Director of Instruction or district designated senior administrator

Term:

The Advisory Council term is September 1 to August 31. Appointment to the Advisory Council will be confirmed on a yearly basis.

Time of Meetings:

Regular meeting to be held at 3:30 pm on Wednesday as determined each year at the first Advisory meeting. A minimum of 4 meetings per year will be held, dates and locations determined at first meeting in the fall.

Order of Business:

- Opening Prayer
- School District Information
- Reports from Schools
- Report from Youth Representative
- Information Sharing:
 - Boundary All Nations Aboriginal Council (BANAC)
 - Boundary Metis Community Association
 - Selkirk College
 - Foster Parent
- Other
- Closing Prayer

Chairperson: To be appointed for the next year at the first meeting of the term (October).

Secretary: To be appointed for the year at the first meeting of the term. (May be rotating.)

Requests to Attend Advisory Council Meetings:

Visitors to the Advisory Committee meetings are requested to contact an Advisory Council member, who will forward this information to the chair prior to the next meeting so that the visitor can be acknowledged as a guest.





APPENDIX 'B'
ABORIGINAL ENHANCEMENT AGREEMENT
GOAL STRATEGIES 2011-2016

ABORIGINAL ENHANCEMENT AGREEMENT GOALS 2011-2016

Emotional Goal: All Aboriginal students will experience a sense of belonging, self-respect and pride of heritage.

Strategies

- Increased exposure and involvement in Aboriginal culture
- Continue FRIENDS programs – K/1, grades 4/5 and grades 6/7/8
- Increase the use of Elders in the schools
- Provide Aboriginal Child and Youth Counselors in schools for emotional support
- Increase Aboriginal visual presence in the schools
- Continue and increase Aboriginal presenters across schools in the district (linked to curriculum goals in the classrooms)
- Continue with inclusive Aboriginal culture presentations in the classroom
- Promote Aboriginal awareness and content at events



Intellectual Goal: All partners will work towards increasing the level of academic success for Aboriginal students.

Strategies

- Establish and document transition processes/protocol from Early Years to Kindergarten, entry to secondary school and from secondary to advanced education and careers.
- Establish a strong link between Kindergarten and Strong Start programs in Elementary Schools
- Continue with articulating an individual Aboriginal student education enhancement plan
- Continue the after school tutoring program—encouraging parents to participate as they are ready to do so
- Continue with Aboriginal Teacher support and advocacy for students at School Based Team meetings
- Continue with tracking students who are at risk and consulting with parents on ways to enhance student success
- Continue with our current tracking process—utilizing Fluid Survey and iPods/iPads
- Continue with specified Education Assistant support for identified students
- Continue with spring grades two to eight Numeracy Assessment (WCNP on-line assessment)
- Continue with annual reading assessment grades one through nine.



Spiritual Goal: All Aboriginal students will increase their awareness, knowledge and pride of their ancestry through the recognition and honouring of their culture, traditions, history and language in an inclusive environment with all learners in classrooms.

Strategies

- Increase the integration of cultural teachings within all subjects to promote cultural knowledge
- Revise and implement the Aboriginal Performance Standards rubric developed by Laura Tait and SD 68
- Research opportunities to initiate presentations on Metis and Okanagan Language awareness
- Continue with Aboriginal Information Circles between school across SD 51 classrooms using the Moodle platform
- Initiate the development of teaching resources to integrate Aboriginal content and guest presenters in classroom curricula
- Continue to increase learning opportunities to increase knowledge of Aboriginal territory and culture with all staff
- Provide professional development opportunities for staff to enhance knowledge and understanding of the Medicine Wheel
- Increase Aboriginal community cultural activities
- Establish regular Talking Circle opportunities for Secondary Aboriginal learners



ABORIGINAL ENHANCEMENT AGREEMENT GOALS 2011-2016

Physical Goal: All Aboriginal students will increase their awareness of healthy choices that enhance their well being.

Strategies

- Provide opportunities to learn about traditional and healthy foods
- Explore and increase opportunities for active living in sports and traditional games (individual and team sports) and other forms of physical expression such as dance
- Ensure that no learners start their school day hungry through the availability of breakfast programs at each school
- Research effective programs, strategies and assessment rubrics dealing with drug awareness and addictions prevention – determine implementation schedule winter 2013

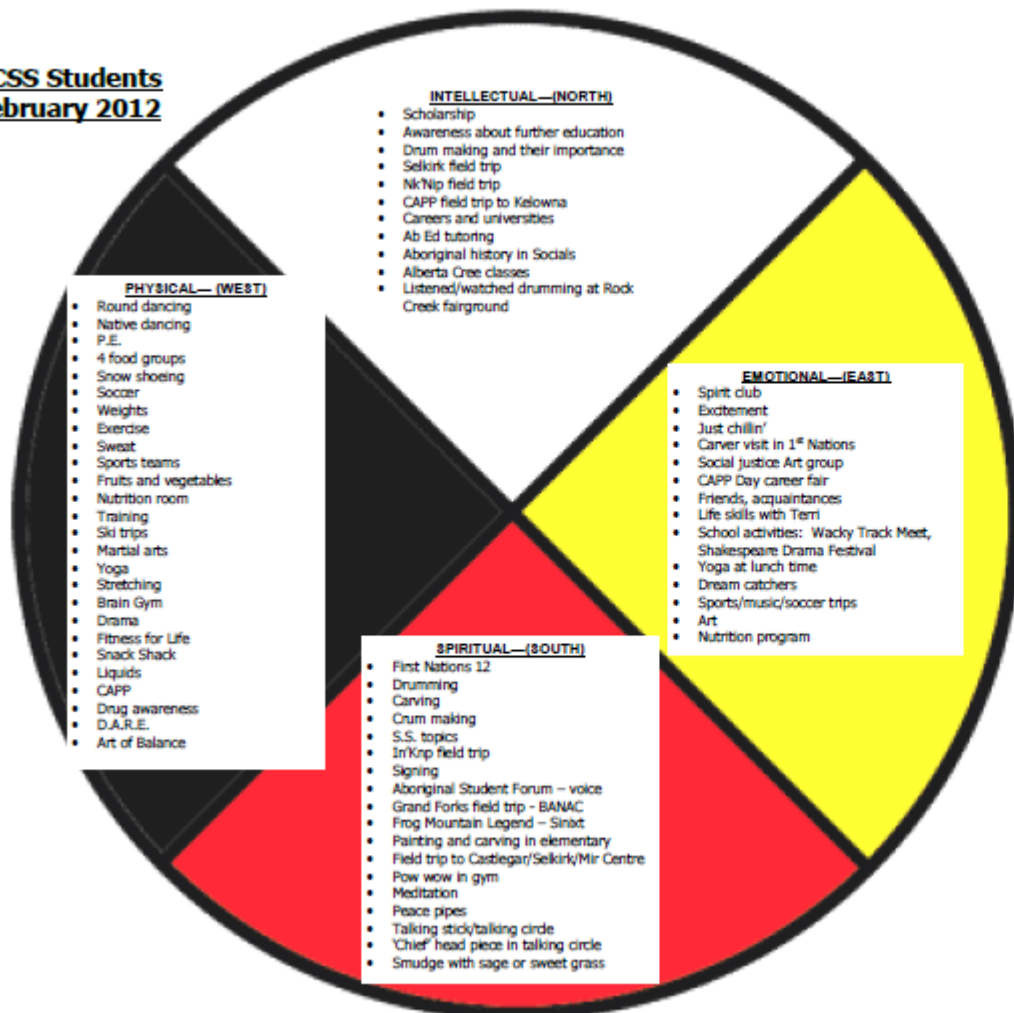




APPENDIX 'C'

MEDICINE WHEEL FORUMS

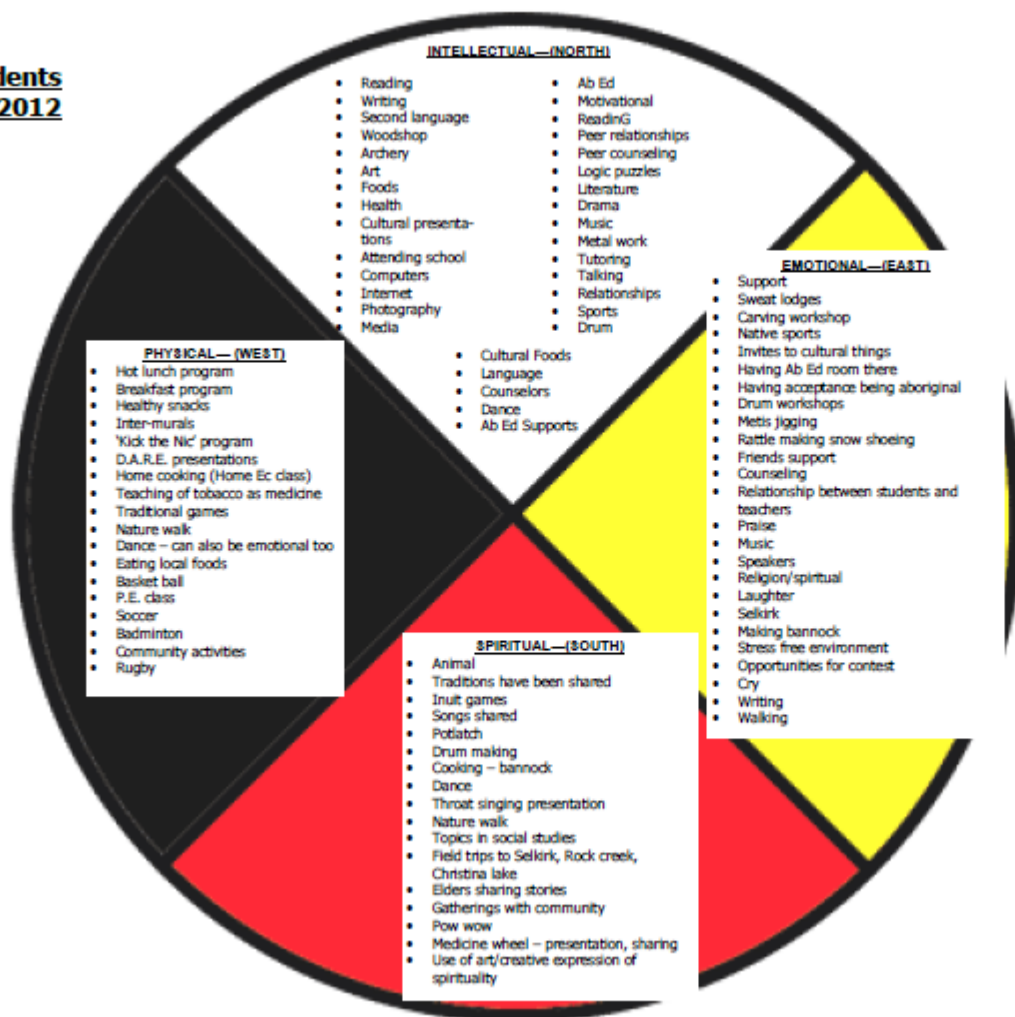
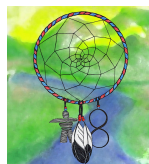
**BCSS Students
February 2012**



BCSS Student BRAINSTORM for future consideration

- Aboriginal class and Mrs. Hanson here more
- Ab Ed room open all the time
- Track or Ab sport
- Go to pow wow in Kamloops
- Student youth pow wow
- Deeper cultural understanding
- More Aboriginal art in elementary
- Animals and understanding the animals
- Tipi raising
- Leadership course
- Learn more about authentic lifestyle then and now
- Current Aboriginal issues
- Field trips to experience more culture authentically
- Culture – outside of school (weekend) i.e. 24 hour drumming
- Secondary student youth team for elementary students = grad credits
- Social justice activities Atwapiskat

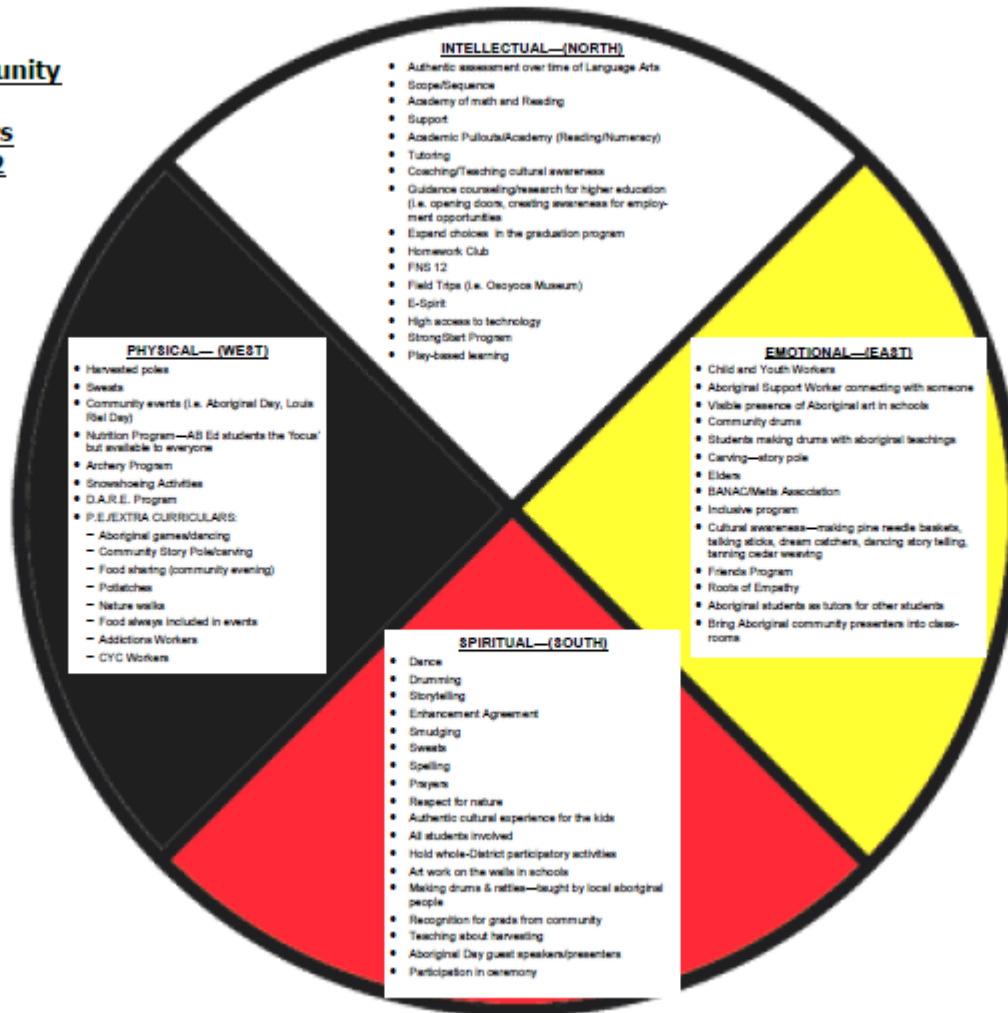
GFSS Students
February 2012



GFSS Student BRAINSTORM for future consideration

- Teach Aboriginal food making
- Learn ancestry and traditions
- Individual tribes
- Accurate knowledge of drugs
- Day in the life of native people – whole day activity out in nature or with native people
- Talking circle
- Aboriginal music
- Throat singing
- Traditional clothing and how to make it
- More workshops – cultural experiences
- More recreational – native games, lacrosse
- Building tools
- Traditional aboriginal art – beadwork
- More nature walks – native plant uses – medicine, food
- Aboriginal teams

**Aboriginal Community
and
Administrators
January 2012**



Parents
May 2012

