

1. Preamble

The Okanagan-Similkameen First Nations and School District No. 53 have historically worked together for the benefit of all Aboriginal students. School District No. 53, the Lower Similkameen Indian Band, the Osoyoos Indian Band, the Upper Similkameen Indian Band, and parents of students with Aboriginal ancestry have worked in partnership to develop this enhancement agreement. Furthermore, we honour the traditions of the sukənaqin and sməlqmix people and support their commitment to the preservation of nsíyilxcən and culture, and further, we acknowledge the nsíyilxcən as the principal language of this territory. This enhancement agreement honours the partnership and recognizes the collective responsibility for the success of all Aboriginal learners.

2. Establishment of an Aboriginal Education Advisory Council

The School District No. 53 Aboriginal Education Advisory Council (AEAC) will meet four times each year and its role will be to:

- set goals to improve the performance of Aboriginal students;
- operate under the AEAC Terms of Reference;
- monitor the implementation of the Enhancement Agreement;
- periodically evaluate performance data and Aboriginal programs;
- share information about programs;
- recommend and facilitate the implementation of new programs to provide better service to Aboriginal students; and
- provide strong communication and connection to Band Councils and parents.

The AEAC will be composed of the following members appointed by their organization.

- School District: Trustee, Superintendent designate, District Aboriginal Teacher, Elementary School Administrator, Secondary School Administrator.
- Three representatives from each of the bands*
- One representative of parents of students with Aboriginal ancestry for the South Okanagan Valley and one for the Similkameen Valley.
- Similkameen Schools and Southern Okanagan Schools: Two student representatives each, one for grades 6 – 9, one for grades 10 -12 (see Definitions for election criteria).

Various groups and/or individuals may be invited to meetings to participate in discussions and provide information as appropriate (eg. Aboriginal Education Support Workers, school administrators, band workers, etc.). These guests do not have a vote in decisions.

***Note: It is recommended that one of the representatives be a parent of a student in the District system and one be an elder.**

3. Purposes

The purposes of the Enhancement Agreement are to:

- collaborate with students, parents, elders, band staff, as well as district and school staff to build awareness and appreciation for sukənaqin and sməlqmix cultures;
- work collectively for the success of all Aboriginal learners attending public and band schools;
- continually enhance the academic performance of Aboriginal learners;
- honour and support the histories, cultures, and languages of the Aboriginal people whose traditional territories School District No. 53 lies within;
- facilitate and to promote involvement of all learners in Aboriginal cultural activities and the arts; and
- foster greater understanding and sensitivity of the Okanagan culture among all district staff so that Aboriginal students participation in traditional community activities may be supported.

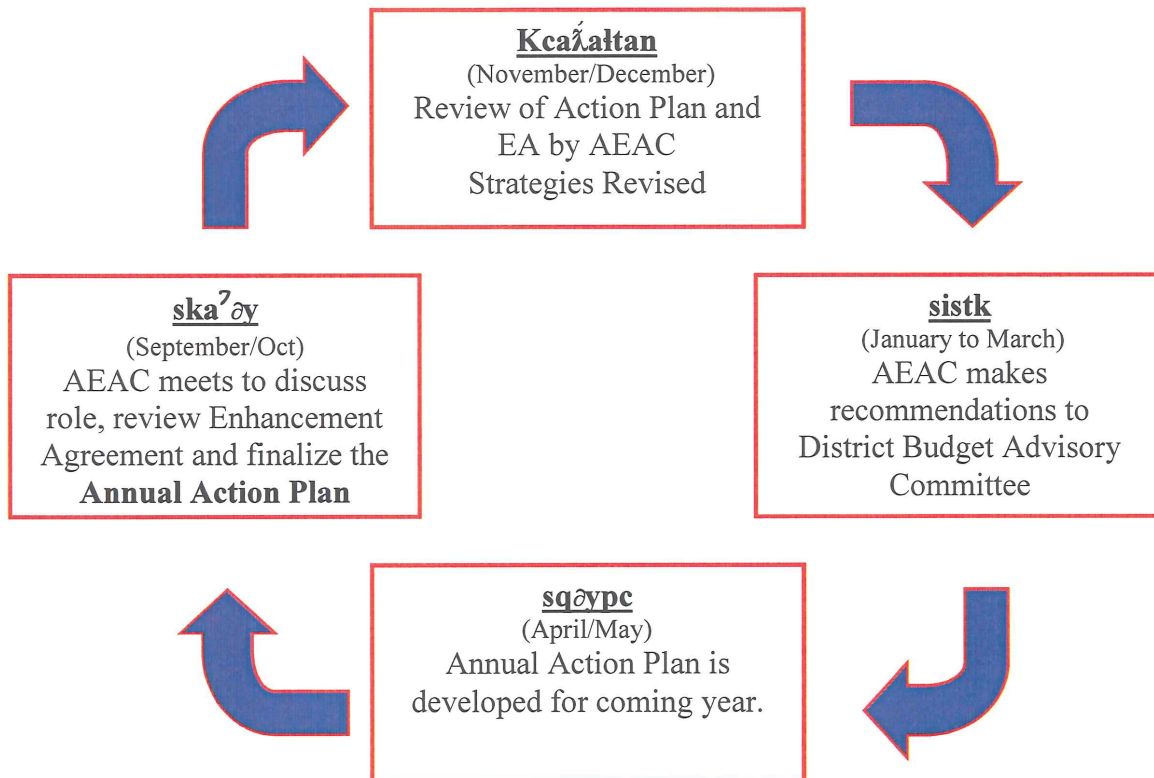
4. Guiding Principles

- The performance areas selected for improvement are those where there is assurance that the data can be:
 - used to implement effective strategies and interventions;
 - used to encourage best educational practice district-wide;
 - tracked with integrity over time;
 - related to the goals of School District No. 53 (Okanagan Similkameen) Accountability Contract and goals of the Band Councils;
 - used to monitor the culture of school community and the impact on Aboriginal learners and parents; and
 - evaluated in an ongoing manner and reported on annually.

5. Implementation

- The agreement will be in effect from September 21, 2011 until June 30, 2016.
- The District Aboriginal Education Advisory Council will meet according to the Annual Enhancement cycle below. Each year it will evaluate district performance data and develop an annual action plan to focus the work of the Aboriginal education department.
- An annual report will be prepared at the end of each year and shared with the Aboriginal and Educational communities, and the Ministry of Education.

Annual Enhancement Cycle



Note: This schematic is a guideline only and the process may change according to the needs and agreement of the Aboriginal Education Advisory Committee.

6. Performance Goals and Measures

The data for assessing the performance goals will be reported in the district's *Annual Report on Aboriginal Students*. The annual report will be submitted to the ministry through the Aboriginal Education Enhancements Branch.

The aim will be to demonstrate continuous improvement in each goal area. All baseline data is determined except for "Working with Families" and "Sense of Belonging", which will be determined in the first year of the Enhancement Agreement.

Working with Families

We believe that students will become more successful if their families are involved in their education. To help support student success, we will work together to:

Goal No. 1

Educate parents about the importance of involvement in their child(ren)'s education.

Measurement: Data related to parent participation in the following types of activities and strategies will be used to measure this goal: parent engagement workshops, parent survey participation, Aboriginal parent group committees, parent information and discussion sessions, individual parent contact by school staff, parent helpers in school. Data regarding the types of activities and strategies used and the numbers of parents participating will be provided by principals, Aboriginal support workers, and district Aboriginal teacher.

Goal No. 2

Educate parents/students about opportunities for post-secondary education and the requirements for entry.

Measurement: The number of opportunities for parents to meet with school personnel to learn about opportunities for post-secondary education and the requirements for entry and the number of students who enter post-secondary institutions without having to upgrade.

Primary Academic Success

Goal No. 3

Improve Kindergarten students' readiness skills.

Measurement: Early Development Instrument, Kindergarten Assessment (November and June).

Goal No. 4

Improve primary foundation skills achievement results in Grades 1 – 3 Reading, Writing and Math.

Measurement: The district year-end report card data based on a variety of classroom evaluation and assessment instruments, district reading and writing assessments including those based on the BC Performance Standards.

Intermediate Academic Success

Goal No. 5

Improve intermediate foundation skills achievement results in Grades 4 – 7 Reading, Writing and Math.

Measurement: The district year-end report card data based on a variety of classroom evaluation and assessment instruments, BC Foundation Skills Assessment, district reading and writing assessments including those based on the BC Performance Standards.

Secondary Academic Success

Goal No. 6

Improve pass rates for provincial exams in English 10, Foundations of Mathematics 10, Pre-calculus 10, Applications and Workplace Mathematics 10, Social Studies 11 and First Nations Studies 12.

Measurement: The student pass rates will be reported using ministry data.

Goal No. 7

Increase the number of students successfully participating in English 12, Foundations of Mathematics 12, Pre-calculus 12, and at least one grade 12 science.

Measurement: The number of students passing these courses will be reported using ministry data.

Goal No. 8

Improve the grade 8 cohort Dogwood Certificate completion/graduation rate.

Measurement: The percentage of grade 8 students, as measured by the Ministry of Education, who receive a Dogwood Certificate within six (6) years will be reported.

Goal No. 9

Improve (8 – 12) transition rates and retention rates.

Measurement: The grade-to-grade transitional rates for grades 8 – 12 will be reported using ministry data.

Goal No. 10

Improve student participation in work experience, dual credit, ACE-IT and Secondary School Apprenticeship (SSA) programs.

Measurement: District participation and completion data.

Sense of Belonging

Goal No. 11

Increase students' "feelings of belonging" in the schools.

Measurement: Student average attendance (aim for 90%), survey of students, ministry satisfaction surveys (grade 4, 7, 10 and 12).

Goal No. 12

Increase knowledge and appreciation of Aboriginal culture for all students and staff.

Measurement: The number of students and staff participating in cultural and cross-cultural education activities will be reported. Education activities could include classroom sessions and curriculum integration, school projects, school cultural events, field trips, drumming and craft teachings, visits from Elders, traditional games and a variety of other activities. The data for measuring this goal will be provided with assistance from Aboriginal education support workers, principals, and others who have coordinated cultural education activities.

Goal No. 13

Increase the Aboriginal content in the regular curriculum.

Measurement: The number of Aboriginal content texts, library books and materials, number of Aboriginal specific courses being offered (First People's English 10 to 12, First Nations Studies 12, etc.), and use of Aboriginal resource people.

Appendix 1 – Definitions

- **Aboriginal** For the purpose of this document, this includes First Nations, Métis, Inuit, and status and non-status students.
- **Formal advocate group** A formalized group, other than a Band, which operates within a community to support or advocate for Aboriginal people (e.g., Friendship Society, Métis Association, etc.).
- **Goal** Goal statements help to focus priorities for improving student learning.
- **nsíyilxcən** Okanagan word meaning “Okanagan language”
- **Partnership** Working together
- **Measurements** Performance indicators or evidence used to indicate progress towards attainment of goals.
- **Similkameen Valley** The area from Osoyoos and Twin Lakes to Hedley. It includes the Upper Similkameen Indian Band, Lower Similkameen Indian Band, and the communities of Olalla, Cawston, Keremeos and Hedley.
- **sməlqmix** Okanagan word for Similkameen
- **South Okanagan Valley** The area of the Okanagan Valley bounded by Okanagan Falls to the north and Osoyoos to the south. It includes the Osoyoos Indian Band, and the communities of Okanagan Falls, Oliver, and Osoyoos.
- **sukənaqin** Okanagan word for Okanagan

Appendix 2 – Election of Student Representatives

Each valley (Similkameen Schools and Southern Okanagan Schools) will elect two representatives to sit on the District Aboriginal Education Advisory Council. One of the representatives from each valley will be from grades 6 – 9 and one will be from grades 10 -12.

The Aboriginal Support Workers/Teachers in collaboration with school administration will be responsible for the following process to elect representatives:

1. Will hold a brief informational meeting by mid-September. This meeting will be scheduled with students to:
 - a. Explain the purpose of the AEAC.
 - b. Describe the role of the student representatives and the time commitments.
 - c. Outline the criteria for student representation.
 - d. Distribute nomination ballots for student reps. Candidates must be nominated by two other Aboriginal students and must have their nomination form signed by their parent/guardian.
 - e. Set a date for the election.

2. Eligibility criteria:
 - a. Must be Aboriginal by definition
 - b. Must be nominated by 2 other Aboriginal students
 - c. Must be in Grades 6 to 12

3. Election of Reps:
 - a. Aboriginal Support Workers/Teachers will schedule a candidates' forum to allow candidates to present their ideas to other students.
 - b. Each Aboriginal student in the grade range may cast one ballot. Ballots will be produced, distributed and collected by School Aboriginal Support Workers/Teachers on the date set for the election.
 - c. Ballots will be counted by the School Aboriginal Support Workers/Teachers.

