



SKY  
ROCK  
WATER  
MOUNTAIN

# ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT



Signed on the 24<sup>th</sup> day of June, 2008, at the MIR Centre (Castlegar, BC)

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# **KOOTENAY-COLUMBIA SCHOOL DISTRICT # 20 ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT**

## **PREAMBLE**

The Kootenay Columbia School District No. 20 serves approximately 350 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.

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## PRINCIPLES

To further increase:

- the continued high 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.*

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## 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.

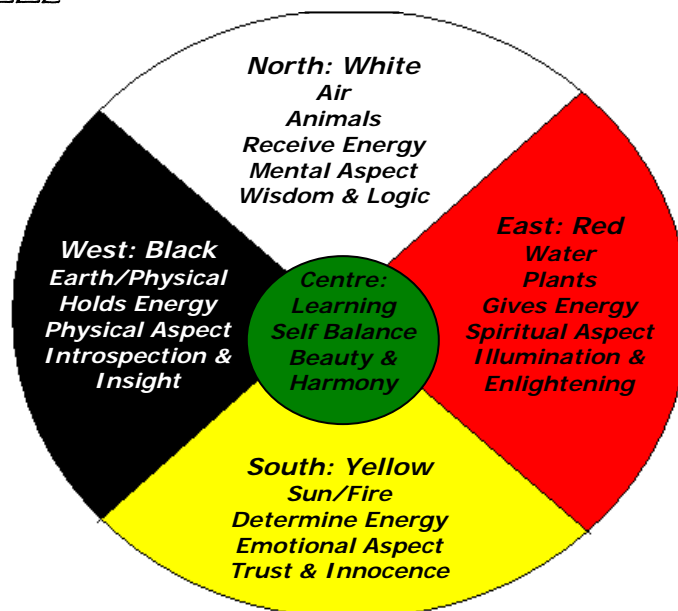
**Objectives:** School District #20 Aboriginal students will perform at acceptable standards (targets) set annually with the ACE Committee and School District #20 using a broad array of measures, including the Provincial Gr. 4 & 7 FSA (Foundation Skills Assessment) results, provincial exams, and retention 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



<b>PERFORMANCE INDICATORS</b> (percentage of students meeting /exceeding expectations)		06/07	07/08	TARGET 08/09	09/10	10/11	11/12
READING	Gr 4 FSA	68	69				
	Gr 7 FSA	62	45				
WRITING	Gr 4 FSA	91	61				
	Gr 7 FSA	81	51				
NUMERACY	Gr 4 FSA	68	65				
	Gr 7 FSA	64	59				
DISTRICT MATH ASSESSMENT	Gr 2	n/a start 07-08					
	Gr 6						
DISTRICT WRITING ASSESSMENT	Gr 3	n/a start 08-09					
	Gr 5						
	Gr 9						
<b>PERFORMANCE INDICATORS</b> (C- or better)		06/07	07/08	TARGET 08/09	09/10	10/11	11/12
PROV EXAM	Gr 10 English	90					
REPORT CARD	Gr 4 LA	94					
	Gr 7 LA	77					
	Gr 10 LA	71					
<b>TRANSITION RATES</b>		06/07	07/08	TARGET 08/09	09/10	10/11	11/12
Grade 8 to 9		93					
Grade 9 to 10		78					
Grade 10 to 11		85					
Grade 11 to 12		85					
Grade 12 to post secondary							
<b>GRADUATION RATES</b>		06/07	07/08	TARGET 08/09	09/10	10/11	11/12
Dogwood Certificate		88					

<b>TEACHER PROFESSIONAL JUDGEMENT =</b> a holistic evaluation from professional teachers (classroom assessments, classroom interactions, oral responses etc.)	<b>Not Yet Approaching Expectations</b>		
	<b>Approaching Expectations</b>		
	<b>Meeting Expectations</b>		
	<b>Exceeding Expectations</b>		
<b>IEP = Individual Education Plan</b>	<b>The above criteria is derived from B.C. Provincial Performance Standards</b>		
<b>GRADE 1</b>	<b>Dec 07: 272 students (24 AbEd, 4 IEPs) June 08: 282 students (27 AbEd, 3 IEPs)</b>		
<b>Writing</b>	<b>Reading</b>	<b>Numeracy</b>	
All Students		All Students	
Dec 07	June 08	Dec 07	June 08
6 27 63 3	7 14 56 23	5 25 60 10	11 10 48 32
Aboriginal Students		Aboriginal Students	
Dec 07	June 08	Dec 07	June 08
8 42 50	19 7 59 15	8 25 46 21	19 7 48 26
<b>GRADE 2</b>		<b>Dec 07: 259 students (20 AbEd, 17 IEPs) June 08: 249 students (19 AbEd, 12 IEPs)</b>	
<b>Writing</b>	<b>Reading</b>	<b>Numeracy</b>	
All Students		All Students	
Dec 07	June 08	Dec 07	June 08
7 24 63 6	8 21 56 15	14 20 52 14	8 17 40 34
Aboriginal Students		Aboriginal Students	
Dec 07	June 08	Dec 07	June 08
15 20 60 5	11 26 58 5	20 40 35 5	16 21 37 26
Dec 07		June 08	
3 15 76 5	4 22 64 10	5 25 70	37 53 11

<b>GRADE 3</b>		Dec 07: 270 students (27 AbEd, 28 IEPs) June 08: 263 students (25 AbEd, 21 IEPs)					
<b>Writing</b>		<b>Reading</b>		<b>Numeracy</b>			
All Students		All Students		All Students			
Dec 07	June 08	Dec 07	June 08	Dec 07	June 08	Dec 07	June 08
6 23 67 4	7 15 61 17	8 15 69 9	6 11 62 22	3 9 75 14	4 11 68 17		
Aboriginal Students		Aboriginal Students		Aboriginal Students			
Dec 07	June 08	Dec 07	June 08	Dec 07	June 08	Dec 07	June 08
15 30 52 4	8 24 36 32	19 41 30 11	17 9 52 22	11 7 63 19	12 16 52 20		
<b>GRADE 4</b>		Dec 07: 274 students (22 AbEd, 26 IEPs) June 08: 278 students (22 AbEd, 22 IEPs)					
<b>Writing</b>		<b>Reading</b>		<b>Numeracy</b>			
All Students		All Students		All Students			
Dec 07	June 08	Dec 07	June 08	Dec 07	June 08	Dec 07	June 08
6 17 66 10	7 14 69 11	9 20 56 15	8 14 65 13	4 12 66 18	4 12 65 20		
Aboriginal Students		Aboriginal Students		Aboriginal Students			
Dec 07	June 08	Dec 07	June 08	Dec 07	June 08	Dec 07	June 08
14 27 59	10 30 60	23 27 50	5 25 70	9 23 55 14	5 23 73		



<b>GRADE 5</b>		Dec 07: 298 students (28 AbEd, 32 IEPs) June 08: 301 students (24 AbEd, 23 IEPs)					
<b>Writing</b>		<b>Reading</b>		<b>Numeracy</b>			
All Students		All Students		All Students			
Dec 07	June 08	Dec 07	June 08	Dec 07	June 08		
6 18 61 15	7 12 60 21	9 14 54 22	9 15 59 18	7 15 51 28	12 12 55 21		
Aboriginal Students		Aboriginal Students		Aboriginal Students			
Dec 07	June 08	Dec 07	June 08	Dec 07	June 08		
4 32 57 7	17 13 67 4	7 29 57 7	25 8 63 4	14 21 54 11	21 13 58 8		
<b>GRADE 6</b>		Dec 07: 313 students (30 AbEd, 45 IEPs) June 08: 308 students (33 AbEd, 40 IEPs)					
<b>Writing</b>		<b>Reading</b>		<b>Numeracy</b>			
All Students		All Students		All Students			
Dec 07	June 08	Dec 07	June 08	Dec 07	June 08		
5 24 58 13	6 16 59 18	9 18 59 14	8 18 52 21	10 19 52 19	9 11 56 25		
Aboriginal Students		Aboriginal Students		Aboriginal Students			
Dec 07	June 08	Dec 07	June 08	Dec 07	June 08		
17 30 50 3	9 24 61 6	20 23 53 3	15 18 61 6	27 20 47 7	17 17 60 7		



GRADE 7		Dec 07: 343 students (23 AbEd, 30 IEPs) June 08: 349 students (22 AbEd, 32 IEPs)					
		Writing		Reading		Numeracy	
All Students		All Students		All Students			
Dec 07	June 08	Dec 07	June 08	Dec 07	June 08		
5 23 59 13	6 16 60 18	6 18 57 19	7 17 54 21	8 14 59 19	9 17 52 22		
Aboriginal Students		Aboriginal Students		Aboriginal Students			
Dec 07	June 08	Dec 07	June 08	Dec 07	June 08		
17 39 26 17	18 23 45 14	13 35 30 22	14 27 41 18	26 9 48 17	14 24 38 24		

**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 2008-09 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.

<b>PERFORMANCE INDICATORS</b> (percentage of Aboriginal students who have mastered the required number of words per grade level)	08/09 (Gr 4)	09/10 (Gr 4-5)	10/11 (Gr 4-6)	11/12 (Gr 4-7)	12/13 (Gr 4-8)
Gr. 4 (20 words)					
• Pronunciation					
• Meaning					
Gr. 5 (30 words)					
• Pronunciation					
• Meaning					
Gr. 6 (40 words)					
• Pronunciation					
• Meaning					
Gr. 7 (50 words)					
• Pronunciation					
• Meaning					
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.

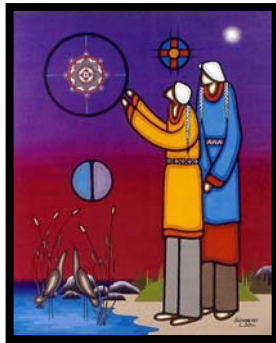
**In order to accomplish this goal we will:**

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 fully implemented 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.

<b>PERFORMANCE INDICATORS</b> (percentage of students who have mastered at least 85% of their Aboriginal booklets)	08/09 (K-3)	09/10 (K-7)	10/11 (K-12)	11/12 (K-12)	12/13 (K-12)
Kindergarten					
Grade 1					
Grade 2					
Grade 3					
Grade 4					
Grade 5					
Grade 6					
Grade 7					
Grade 8					
Grade 9					
Grade 10					
Grade 11					
Grade 12					

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***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?
  - what is your term of success?