



Aboriginal Education Enhancement Agreement



School District No. 6



Shuswap Indian Band



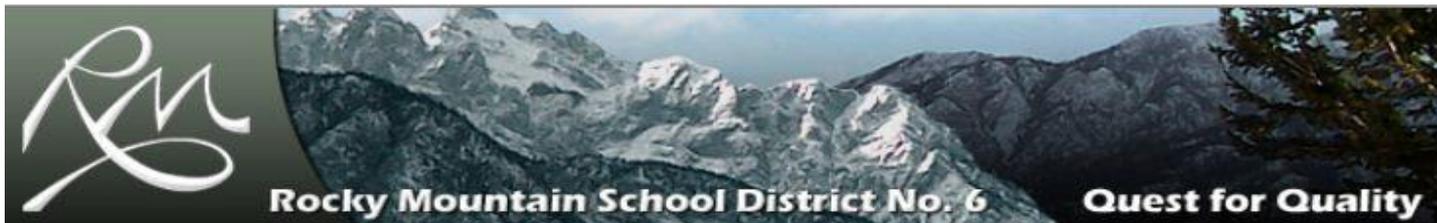
ʔakisq̓nuq First Nation



Métis Nation BC (Kootenays)



BC Ministry of Education



PREAMBLE

Aboriginal student success is founded on a strong relationship and shared focus which honours the student with the support of the family, the community, and the School District. Our Aboriginal Education Enhancement Agreement formalizes a commitment to all Aboriginal students in School District No. 6. This will ensure that Aboriginal students will have opportunities for success through their education for life-long learning.

Our agreement will increase knowledge and respect of Aboriginal cultures, histories and languages within School District No. 6.

PURPOSE

The purpose of this agreement is to enhance achievement and success for all Aboriginal learners.

Our agreement focuses on supporting the academic, cultural and social needs of all Aboriginal learners in School District No. 6 (Rocky Mountain) by:

- ensuring an on-going partnership involving the Aboriginal students, parents, families, communities and School District No.6 (Rocky Mountain) with a focus on student achievement and success;**
- honouring and promoting diverse Aboriginal cultures and traditional teachings from Elders and other community members as an important part of learning; and**
- encouraging and supporting students to pursue goals and dreams beyond secondary school graduation by becoming life-long learners.**



PARTNERS

The Aboriginal Education Enhancement Agreement of School District No. 6 represents a commitment to working together for the success of all Aboriginal learners residing in School District No. 6. The partners who share this responsibility include:

- All students and families of Aboriginal ancestry
- ʔakisq'nuk First Nation
- Shuswap Indian Band
- Métis Nation BC – Columbia River, Columbia Valley, and Rocky Mountain Communities
- School District #6 (Rocky Mountain)
- Ministry of Education

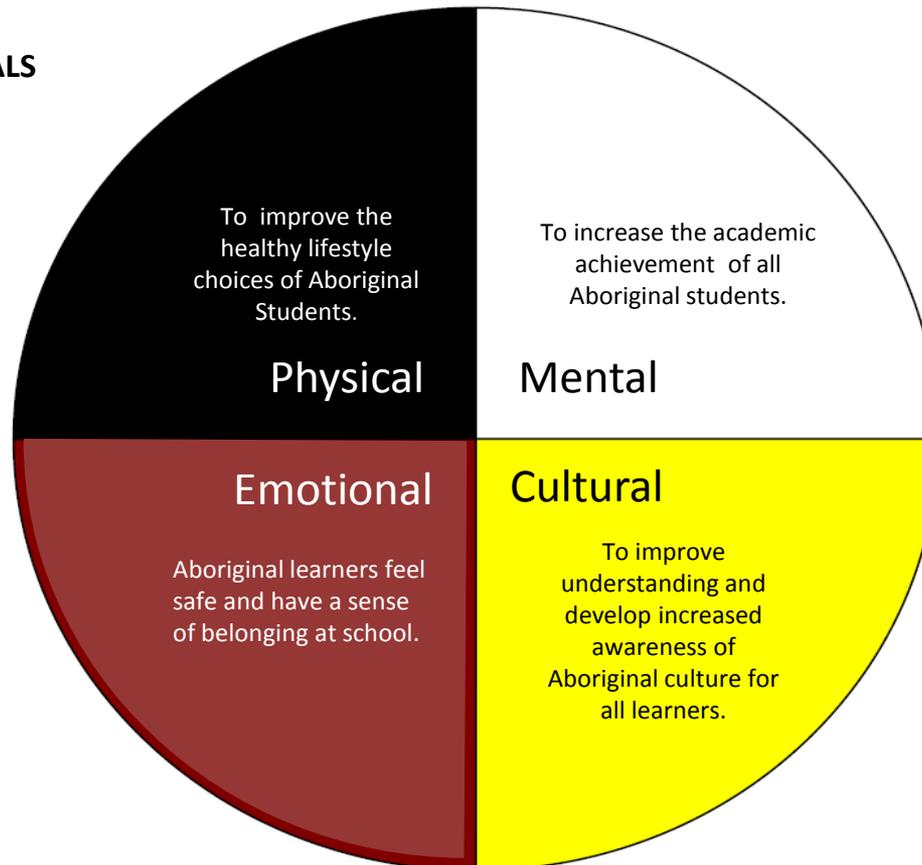
GUIDING PRINCIPLES and BELIEF

Through our Aboriginal Education Enhancement Agreement School District No. 6 communities are committed to respecting diversity and supporting growth and balance in physical, mental, emotional and cultural perspectives to ensure personal achievement. Parent involvement is key to student success.

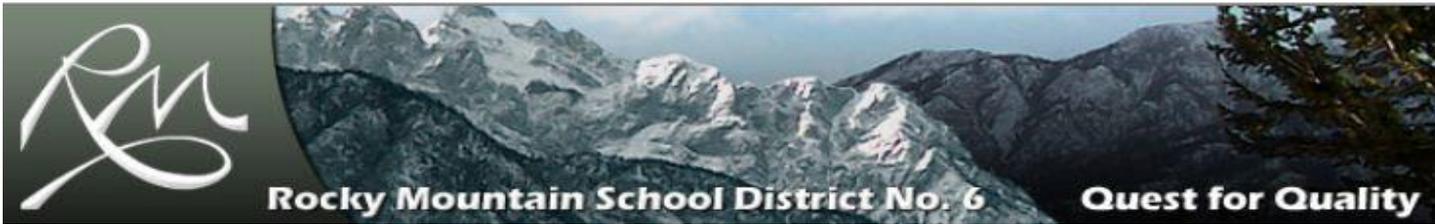




PERFORMANCE GOALS



“We believe in a holistic approach to enhance school success for all Aboriginal students”



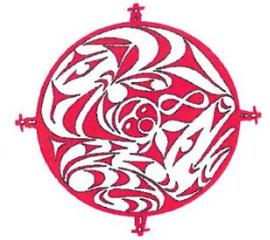
A. CULTURAL GOAL

To improve understanding and develop increased awareness of Aboriginal culture in the whole school community.

RATIONALE:

Increased awareness through culture and Aboriginal history will improve the understanding and provide healthier respectful relationships among all. The Royal Commission on Aboriginal People (1996) stated, “Accurate information about the history and cultures of Aboriginal peoples and nations, the role of treaties in the formation of Canada, and the distinctive contributions of Aboriginal people to contemporary Canada should form part of every Canadian student’s education.” We believe that this goal area supports the RCAP recommendation.

Indicators	Baseline Fall 2015	Target 2015-2016	Results Spring 2016
Aboriginal survey: <ul style="list-style-type: none"> Aboriginal Heritage Cultural Traditions Land Connections Aboriginal History 	Aboriginal Survey Results % Meeting or Exceeding 63.89%	67%	70.3%
Student participation in Aboriginal culture programs, i.e. dance, art	56.43%	68.01%	66.26%



B. MENTAL GOAL

To increase the academic achievement of all Aboriginal students.

RATIONALE:

Academic achievement increases opportunities for success in life.

Aggregated individual literacy targets:

Our targets for achieving our goals are based on the aggregation of the targets set for individual students by school teams for what they intend each student to achieve in literacy by the end of the next school year.

Aggregated Individual Targets for Literacy

Targets for Student Achievement in Literacy (Reading, Writing, Oral Language k-7, English 8-12) by June 2017

Grad Cohort Year	Student Grade in 2016 2017	Will Meet Grade Level Outcomes		Will Meet Adapted Outcomes		Will Meet Modified Outcomes		No Target (will update in fall)	
		Ab	All	Ab	All	Ab	All	Ab	All
2028	Gr 1	74%	88%	26%	11%	0%	0%	0%	1%
2027	Gr 2	57%	76%	43%	20%	0%	1%	0%	3%
2026	Gr 3	61%	77%	36%	20%	3%	2%	0%	1%
2025	Gr 4	75%	84%	19%	13%	6%	2%	0%	1%
2024	Gr 5	84%	89%	16%	10%	0%	1%	0%	0%
2023	Gr 6	86%	93%	12%	5%	2%	1%	0%	1%
2022	Gr 7	85%	91%	13%	7%	2%	1%	0%	1%
2021	Gr 8	87%	90%	13%	8%	0%	1%	0%	1%
2020	Gr 9	96%	94%	0%	1%	4%	3%	0%	2%
2019	Gr 10	85%	93%	12%	2%	0%	1%	3%	4%
2018	Gr 11	73%	86%	24%	11%	3%	1%	0%	2%
2017	Gr 12	73%	84%	19%	8%	0%	1%	8%	7%
All Students	Gr 1-12	79%	88%	18%	10%	2%	1%	1%	1%

Grade level: meeting outcomes of standard curriculum for grade level toward a Dogwood diploma

Adapted: working in standard K-12 curriculum toward a Dogwood diploma – not yet achieving grade level outcomes but closing the gap

Modified: working on outcomes of individual education plan (IEP) toward completion of Evergreen diploma program

Preliminary targets are set in the spring for the coming year and reviewed and updated (to account for students who came to or left the District over the summer) in September.



B. MENTAL GOAL (continued)

To increase the academic achievement of all Aboriginal students.

RATIONALE:

Academic achievement increases opportunities for success in life.

Aggregated individual graduation targets:

Our graduation rate targets are based on the aggregation of the individual graduation plans for individual students. Our goal is 100% of our students graduating with dignity, purpose, and options. The percentage of students who are working toward a Dogwood or Evergreen diploma will vary from year to year based on the actual needs of the students in each cohort group.

Aggregated Individual Targets for Graduation Programs

Grad Year Cohort	Will graduate with Dogwood Diploma (2004 Grad Program)		Will graduate with Evergreen Diploma (School Completion Certificate Program)	
	Ab	All	Ab	All
2017	100%	99%	0%	1%
2018	95%	99%	5%	1%
2019	97%	98%	3%	2%

- The Dogwood path is the most common graduation path, where students follow provincial and Board-approved curriculum and attain the standard for graduation set by the Ministry of Education.
- The Evergreen path is where the student meets the goals outlined in their individualized school completion plan.

In the late fall of each year we can report on the graduation success of all students and Aboriginal students from the previous June in terms of:

- first time Grade 12 students,
- eligible Grade 12 students, and
- Dogwood diploma achievement within 6 years of starting with us in Grade 8.



B. MENTAL GOAL (continued)

To increase the academic achievement of all Aboriginal students.

RATIONALE:

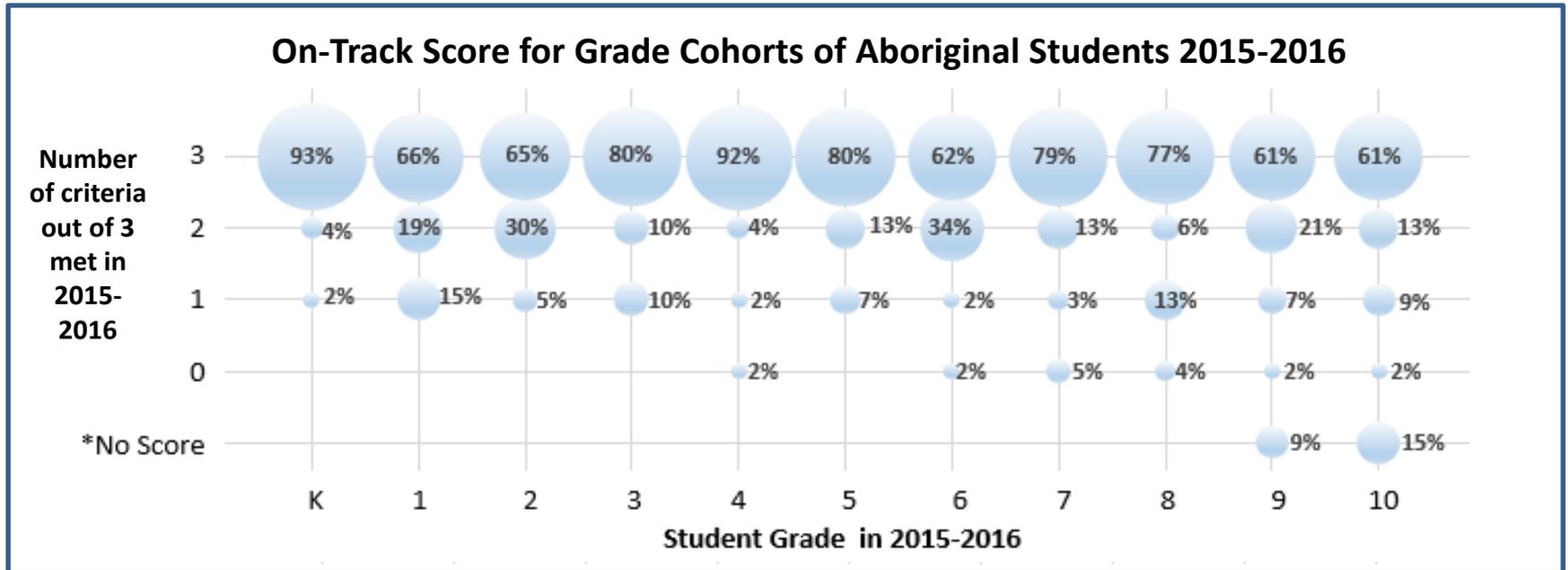
Academic achievement increases opportunities for success in life. Getting students to successful graduation is a 13 year, or more, journey with significant signposts that predict a student's eventual success that stretch back through their whole program. These do not determine a student's future outcome but are strong predictors. There is a clear trend that students who achieve 60% or better on the grade 10 English exam in their grade 10 year have a very high chance of graduating and those who do not hit this marker have a significantly lower chance of graduating; this is even more pronounced for our Aboriginal students. There is research that demonstrates that passing English and passing Math and having greater than 80% attendance in Grade 8 gives a student a greatly improved chance of graduating. There is similar research at various earlier grade levels. Students' graduation paths do not get set in secondary school. Every student is on a grad path already.

“On Track” Monitoring:

We are monitoring the 3 most significant research based predictors of future success and tracking the results. Satisfactory achievement in Literacy (Language Arts/English) and Math, and regular attendance point to overall success for most students. We are now monitoring which students are meeting one, two, or all three of these criteria to predict success and identify needs for support.

“On Track” Monitoring

What percentage of students in each cohort are meeting expectations in Language Arts/English AND meeting expectations in Math AND attending more than 80% of the time?



3= Met 3/3 criteria toward being on track for future graduation with a Dogwood diploma
 2= Met 2/3 criteria toward being on track for future graduation with a Dogwood diploma
 1= Met 1/3 criteria toward being on track for future graduation with a Dogwood diploma
 0= Met 0/3 criteria toward being on track for future graduation with a Dogwood diploma

Note: tracked K-10. These are the grades for which the score is most predictive of future graduation. In grades 11 and 12 differences in individual grad programs and external factors make this data less meaningful at that level.

*No score for Students in alternate and distributed learning programs do not have a score as attendance is not kept in the same way

Monitoring Progress Along the Way

Over the year progress toward annual targets will be reviewed so that we learn what is working and make adjustments to what isn't. We have a plan with dates for reviewing the achievement information at the school and district level when it becomes available. We have set up a schedule that involves setting and checking individual student targets in the spring and fall and looking together at term report card marks, District Write and District Numeracy results, PM Benchmarks reading scores, Foundation Skills Assessment (FSA) and provincial exam results, and other data used by schools. Interventions and supports that are important to school plans are tracked as programs assigned to individual students in our student information system in order to consider their impact.

Over the 13 year path of each cohort, schools will annually review literacy performance to determine if each student has met his or her target. Multiple sources of data will allow staffs to cross check information and use their direct knowledge of each student to evaluate the achievement of this target. A few major sign posts along the way for individual students and for cohorts are EDI, PM Benchmarks at Grade 3, FSA at Grade 4 and 7, Grade 10 English marks and provincial exam results, and the 6 year Dogwood Completion rate.



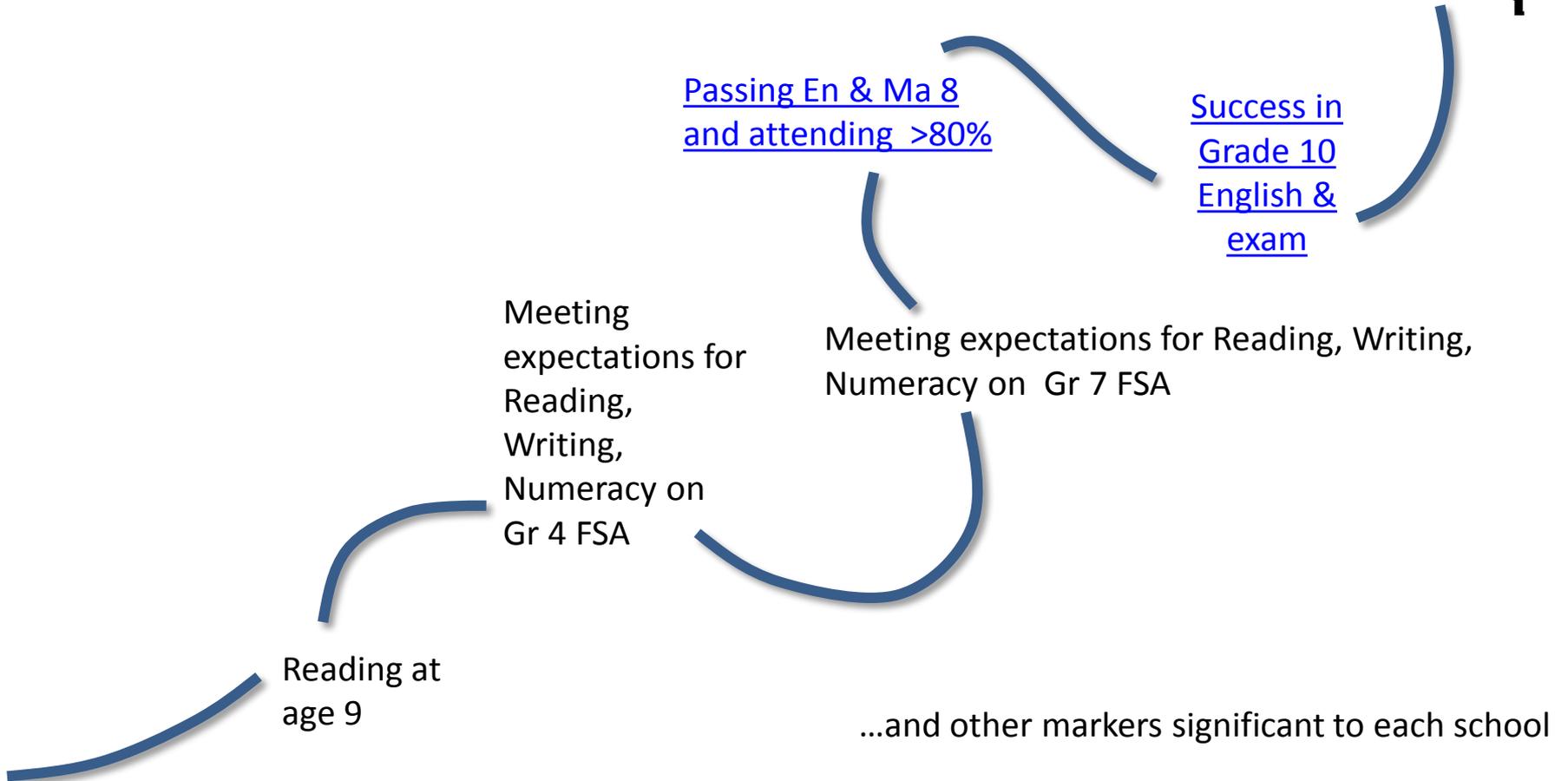
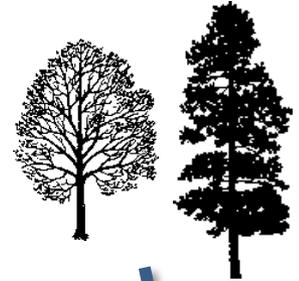
Each year we will also monitor each student in terms of being “on-track” toward graduation by checking to see which students are meeting outcomes in Literacy (Language Arts/English, meeting expectations in Numeracy (Numeracy/Math), and attending regularly (at least 80%).

Know thy impact.

-Hattie, 2012



Significant Signposts on the Path to Graduation





C. PHYSICAL WELL-BEING GOAL

To improve the healthy life-style choices of Aboriginal students.

RATIONALE:

Physical well-being is necessary for a healthy life-style.

Indicators	Baseline Fall 2015	Target 2015-2016	Results Spring 2016
Aboriginal Survey <ul style="list-style-type: none"> • Personal Emotions • Sports and Lifestyle • Sleep Habits • Dietary Decisions 	Aboriginal survey results % Meeting or exceeding 75.07%	77%	75.42%
Student participation in regular physical activity	72.62%	77.4%	76.99%



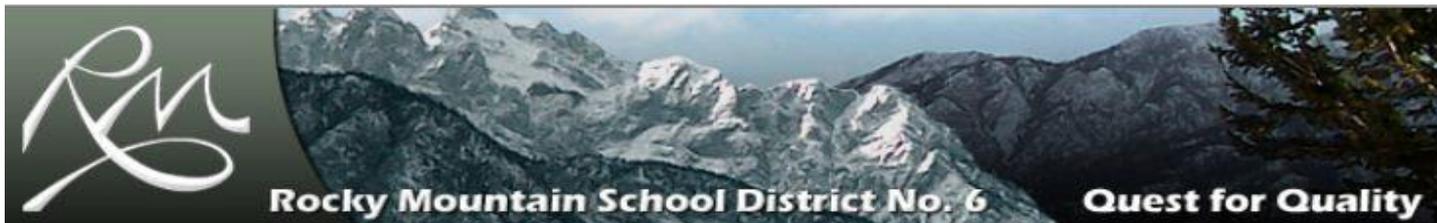
D. EMOTIONAL GOAL

Aboriginal learners feel safe and have a sense of belonging at school.

RATIONALE:

Emotionally healthy students become successful, balanced individuals who will continue with life-long learning.

Indicators	Baseline Fall 2015	Target 2015-2016	Results Spring 2016
Aboriginal survey <ul style="list-style-type: none"> • School Community • Self Esteem • Aboriginal Heritage • School Safety 	% Meeting or Exceeding 79.55%	82%	77.22%
Student attendance at school		<ul style="list-style-type: none"> • 100% attending 80% or better (missing fewer than 36 days) 	<ul style="list-style-type: none"> • 87% attended 80% or better • (7% attended less than 80%, 6% unknown because alternate or distributed learning)



AGREEMENT MONITORING AND REVIEW

The Aboriginal Education Enhancement Agreement will be reviewed annually by a committee consisting of representation to include the following:

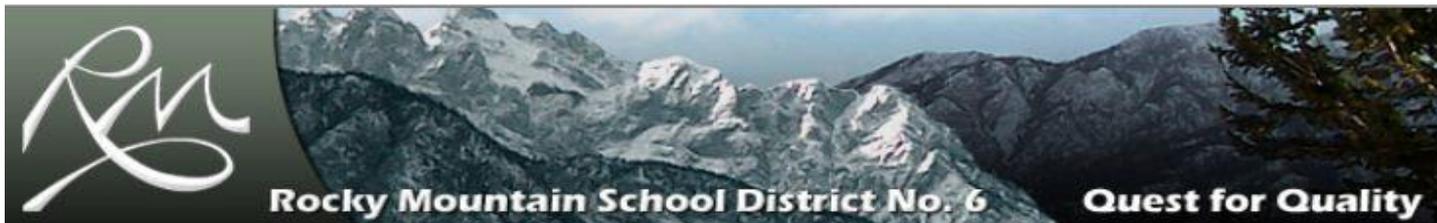
- ᑭakisq̓nuk First Nation**
- Shuswap Indian Band**
- Métis Nation BC – Columbia River, Columbia Valley and Rocky Mountain Communities Elders**
- Golden Aboriginal Ancestry Families**
- Invermere Aboriginal Ancestry Families**
- Kimberley Aboriginal Ancestry Families**
- District Parent Advisory Committee**
- Aboriginal Education Support Workers**
- Aboriginal Students**
- CUPE Representative**
- Support Staff Representative**
- Teacher**
- School Administrator**
- Trustee**
- School District Administration**



The Committee will meet once annually in August to:

- **Collaborate regarding shared beliefs, commitments and responsibilities**
- **Monitor alignment with Guiding Principles**
- **Review school service delivery plans**
- **Review progress toward goals in the Enhancement Agreement**
- **Strengthen partnerships focused on success for all Aboriginal students**

A report containing results and recommendations will be published annually and will be shared with all partners in the Agreement.



APPRECIATION

The Aboriginal Education Enhancement Agreement was developed with input from Bands, Elders, the Métis Associations, students, parents, Aboriginal Education staff, school district Trustees and administrators.

Sincere thanks to the following individuals for their contribution to the Aboriginal Education Enhancement Agreement:

Eva Joseph, Elder, ᑭᓴᓴᓴᓴᓴᓴ
 Phyllis Nicholas, Elder, ᑭᓴᓴᓴᓴᓴᓴ
 Amelia Danyluk, Elder, ᑭᓴᓴᓴᓴᓴᓴ
 Marguerite Cooper, Elder, ᑭᓴᓴᓴᓴᓴᓴ
 Rosalita Pascal, Shuswap
 Gordon Martin, Shuswap
 Alice Sam, Shuswap
 Joseph Jack, Shuswap
 Tim Eugene, Shuswap
 Stephanie Sam, ᑭᓴᓴᓴᓴᓴᓴ
 Patsy Nicholas, ᑭᓴᓴᓴᓴᓴᓴ
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 Marion Eunson, Ktunaxa
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 Robyn Wayling, Aboriginal Education Support Worker
 Laurie Stewart, Aboriginal Education Teacher
 Shawn Raven, Aboriginal Education Support Worker
 Hilary Vance, Aboriginal Education Support Worker
 Barb Cote, Aboriginal Education Support Worker
 Debra Fisher, Aboriginal Education Support Worker
 Sherree Nicholas, Aboriginal Education Support Worker
 Samantha Sam, Aboriginal Education Support Worker
 Patricia Hamilton, Grandparent
 Marcel Cholo, Aboriginal Education Support Worker
 Lori Clarke, Aboriginal Education Support Worker

Ev McGillivray, Columbia Valley Métis
 Yvette Boyer, Columbia Valley Métis
 Sam Boyer, Columbia Valley Métis
 Deborah-Kim Rice, Columbia Valley Métis
 Claudia Mitchell, Columbia Valley Métis
 Sharon Wass, Columbia Valley Métis
 Ed Deslisle, Métis Nation Columbia River
 Christine Deslisle, Métis Nation Columbia River
 Caren Nagao, Métis Nation Columbia River
 Betty Hoogendorn, Métis Nation Columbia River
 Tom Jobin, Métis Nation Columbia River
 Davene Dunn, Métis Nation Columbia River
 Paul Ricard, Métis Nation Columbia River
 Alameada Tresierra, Métis Nation Columbia River
 Dana Setter, Aboriginal Education Support Worker
 Kathy Thorne, Aboriginal Education Support Worker
 Karen Tresierra, Aboriginal Education Support Worker
 Leslie Hein, Aboriginal Education Support Worker
 Becky Rees, Aboriginal Education Support Worker
 Denise Porter, Aboriginal Education Support Worker
 Anna Keiver, Aboriginal Education Support Worker
 Rhonda Haws, Aboriginal Education Support Worker
 Kate Bennett, Aboriginal Education Support Worker
 Debra Murray, Aboriginal Education Support Worker
 Wanda Anderson, Aboriginal Education Support Worker
 Margot McMullan, Aboriginal Education Support Worker
 Tracy Simpson, Aboriginal Education Support Worker

Colleen Burgoyne, Student
 Dwayne Burgoyne, Student
 Nikki Tresierra, Student
 Alyssa Potter, Student
 Lori Tedrick, District Parent Advisory Council
 Dorothy Warbrick, Parent
 Christine Warbrick, Parent
 Heather Strong, Parent
 Leanne Smyth, Parent
 Corinna Leibel, Parent
 Kathy Dondaneau, Parent
 Roberta Hall, Trustee
 Jill Jensen, Principal
 Wayne Pelter, Principal
 Paul Carriere, Assistant Superintendent
 Bendina Miller, Superintendent
 Wendy Favel, Rocky Mountain Métis
 James Favel, Rocky Mountain Métis
 Carmelle LaRoche, Rocky Mountain Métis
 Lorne Shovar, ᑭᓴᓴᓴᓴᓴᓴ
 Lucille Shovar, ᑭᓴᓴᓴᓴᓴᓴ
 Bea Stevens, ᑭᓴᓴᓴᓴᓴᓴ
 Allan Nicholas, ᑭᓴᓴᓴᓴᓴᓴ
 Rosemary Phillips, ᑭᓴᓴᓴᓴᓴᓴ
 Donald Sam, ᑭᓴᓴᓴᓴᓴᓴ
 Joyce Rhodda, Aboriginal Education Support Worker
 Riva Stevens, Aboriginal Education Support Worker

*We acknowledge SD23 for the caption on page 4 which we have adapted.

* We acknowledge Laura Tait, SD68 for the Aboriginal Survey which we have adapted.



APPENDIX

Notes: The goals and strategies of the Agreement are the result of a consultative process that took place in the 2005-06 school year. They were re-confirmed through meetings with the partner groups in 2013-14, with some minor additions.

A. CULTURAL GOAL

STRATEGIES:

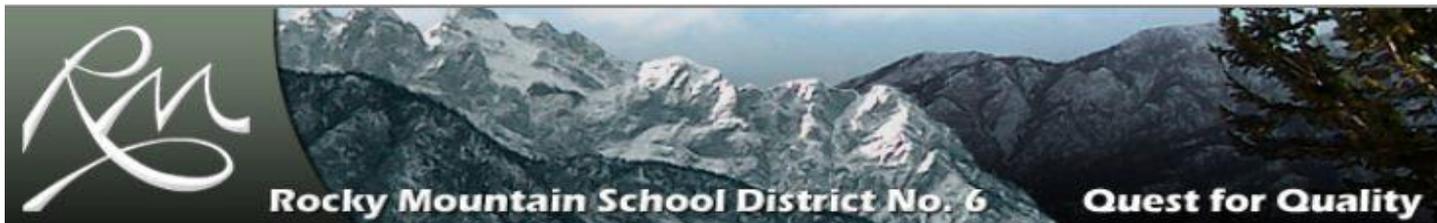
- **Aboriginal culture and history taught at all grade levels**
- **Classroom presentations on multi-cultural racism and internal racism**
- **Aboriginal student-led projects in classrooms**
- **Youth/Elder learning**
- **Workshops**
- **Encouragement of students to become involved in cultural extra curricular activities**
 - **Native Dance**
 - **Drumming**
 - **Art**
 - **Culture Camps**
- **Credit for participating in cultural events and activities**
- **Distributed learning opportunities for courses of Aboriginal Content**
- **Increase quantity of cultural resource material available**
- **Establish interactive website database for cultural resources**
- **Encourage Band/ Métis Association involvement and support to increase knowledge of Aboriginal resources, programs and presentations.**
- **Aboriginal focused professional development workshops will be included on collaboratively planned professional development days annually.**
- **Assemblies with cultural focus**



B. MENTAL GOAL

STRATEGIES:

- **Youth/Elder learning**
- **Support systems/people (Teachers, Aboriginal Education Support Workers, family, band, CommunityLINK Workers etc.) to support academic growth and skill development as appropriate for course and grade completion**
- **Increase exposure to post-secondary education options (visit colleges, universities, technical schools, etc.) such as: On-line options, site visits, post-secondary liaison, bursaries/scholarships, etc.**
- **Work experience opportunities, tours, job shadowing, career fairs, Health and Career Education, Planning, certificates, courses such as Introduction to Trades, etc.**
- **Encouragement and support for students to be involved in extra-curricular, homework sessions, leadership and community activities**
- **Encourage aboriginal students to include cultural learning in grad transitions documents/presentations**
- **Assistance in setting short term and long-term goals**
- **Assistance in differentiating between needs and wants**
- **Individualized academic plans**
- **Alternative programming**



C. PHYSICAL WELL-BEING GOAL

STRATEGIES:

- Youth/Elder learning
- Use of Aboriginal Survey interviews with students
- Positive reinforcement (verbal incentives)
- Credit for Aboriginal relevant Independent Directed Studies
- Encourage participation in hobbies and interests, e.g.
 - Native dance
 - Ski programs
 - Columbia Basin Trust Youth Advisory Committee
- Promote physical health, nutrition and wellness, including specific Healthy Schools initiatives offered in the schools

D. EMOTIONAL GOAL

STRATEGIES:

- Utilization of community support, including the Shuswap Indian Band, ʔakisq'nuk First Nation, the Métis Associations, Ktunaxa-Kinbasket Child and Family Services, Mental Health and the Ministry for Child and Family professionals, Aboriginal Education Support Workers, CommunityLINK workers, peer and youth groups, cultural programs and community volunteer involvement.
- Provide safe spaces and a welcoming environment.
- Provide flexible opportunities for parent orientation and open houses
- Provide parent and student introduction to school at kindergarten, primary and intermediate levels.
- Provide Ready, Set, Learn programs in the elementary schools.