

Revelstoke Board of Education

Aboriginal Education Enhancement Agreement Working Document – October 22nd, 2009



School District 19
(Revelstoke)

Preamble

We respectfully honour and acknowledge Aboriginal peoples¹, recognizing that our students come to us with Aboriginal ancestry from a variety of ancient homelands.

We recognize and honour the special relationship that exists with the First Nations within whose territories we operate.

We acknowledge, respect and recognize the Métis people as one of Canada's distinct peoples.

The Revelstoke Board of Education has been fortunate enough to have a long standing Aboriginal Education Advisory Committee that works with high levels of collaboration and consensus. Several members of our committee have contributed since its inception November 19th, 1996. The committee works hard to honour the traditional teachings and wisdom of our elders, the unique qualities of all of our Aboriginal students and the history and culture of the nations' territory on which we reside. Historically this committee has guided expenditures, programs and services supported by the Ministry of Education and has directed the enhancement agreement process.

The Aboriginal Education Enhancement Agreement working group has strived to ensure that the process has been open and inclusive. We began the process by hosting a traditional meal and celebration. We then created a listing of interested participants. Recognizing that this process would require numerous gatherings, and with our long snowy winters and isolation, we provided participants with a number of options in which to contribute: email, teleconference, and in-person attendance. This worked well. We are grateful for the contributions of all involved.

A significant aspect of our enhancement agreement process has been the participation of our high school students. Soon after our first formal meeting we realized that an important voice was missing, our students. The Supervisor of Aboriginal Student Services and the Principal of Aboriginal Education invited our high school students to a pizza luncheon. At this gathering students were presented with an explanation of Enhancement Agreements and their development. They brainstormed what their hopes and dreams would be for Aboriginal education and completed a short survey. At this point students were invited and subsequently joined the working group for our local Enhancement Agreement.

We are grateful for the participation and contribution of so many who collaborated in the development of this Enhancement Agreement.

¹Aboriginal peoples is intended to represent all peoples with ancestry including First Nations, Métis and Inuit

Vision Statement

We envision Aboriginal students who are successful and confident; who have pride in their cultural heritage, unique gifts, strengths and abilities. We are committed to a community that acknowledges, honours and respects the diverse cultures of our Aboriginal students, families and elders.

Guiding Principles

In developing our Enhancement Agreement, participants acknowledged the collective responsibility that we have for the success of our Aboriginal learners. The principles below describe a consensus we have achieved around how we work together to support their success. We believe these principles serve as reminders of our joint responsibilities as we work towards achieving our goals.



- ⚙ Strong relationships are the foundation on which the Enhancement Agreement will succeed; these relationships must be nurtured and sustained through on-going respect and dialogue.
- ⚙ The needs of our Aboriginal students must be continuously assessed and supported on an individual basis.
- ⚙ Aboriginal families are welcomed into a school environment that respects their ancestry and culture, and inspires pride.
- ⚙ Our Aboriginal students are provided with opportunities to learn and lead in the broader community.
- ⚙ Our commitment to continued reflection and review will support a vibrant, living document for present and future generations.

Vision, Goals and Indicators

Indicators

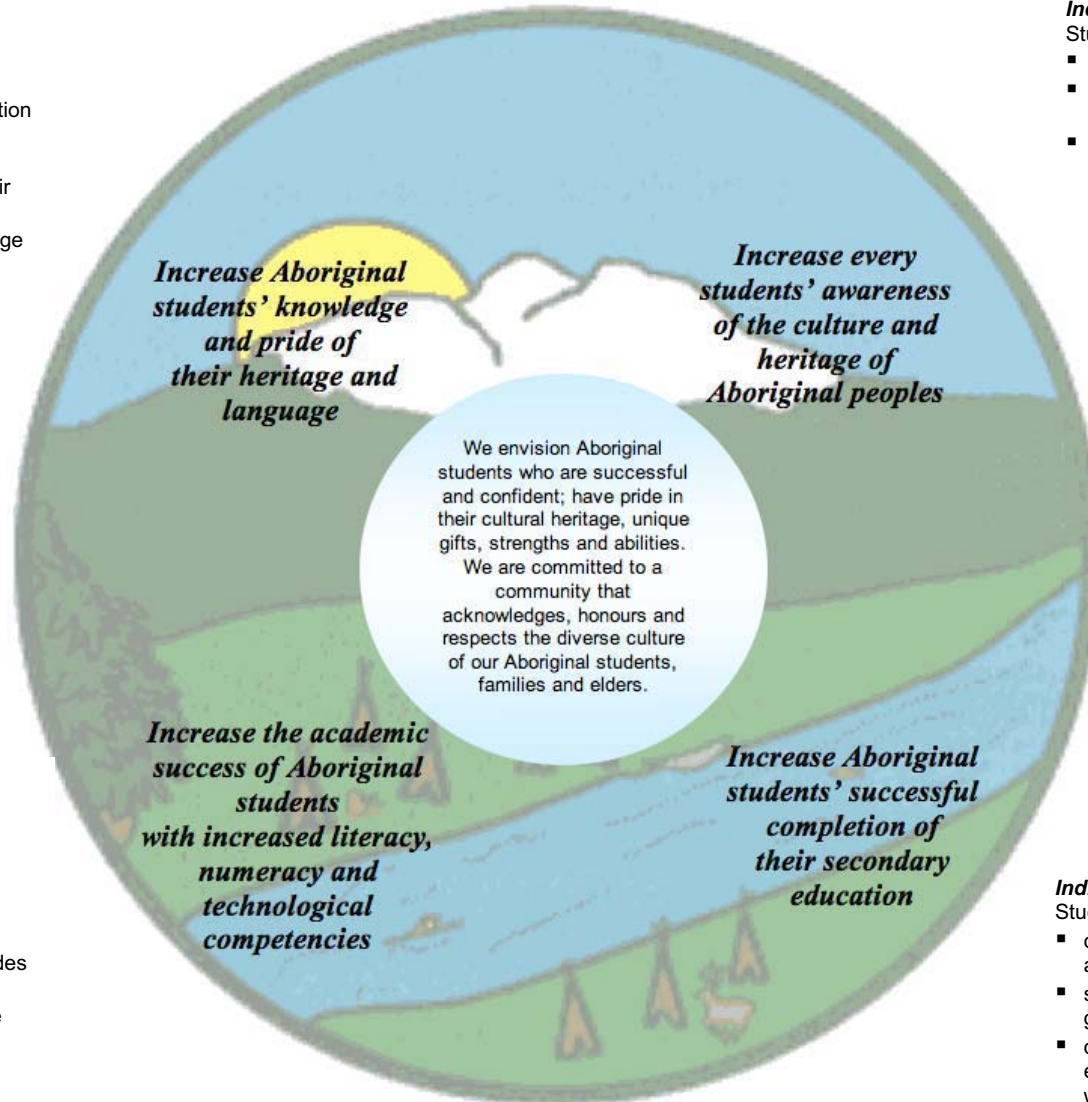
Students will

- demonstrate a willingness to be recognized through self-identification and voluntary participation in activities
- attain individual knowledge of their heritage and its historical context
- access knowledge of their language

Indicators

Students will

- participate in Aboriginal events
- enroll in First Nations 12 and First Peoples English 12
- demonstrate an interest in Aboriginal culture



Indicators

Students will

- leave primary grades reading at grade level
- leave intermediate grades reading fluently
- demonstrate competence in numeracy leaving the primary grades
- demonstrate competence in numeracy leaving the intermediate grades
- demonstrate competence utilizing technology
- demonstrate the motivation, confidence and skills to enroll in and successfully complete Math 12, English 12 and First Peoples English

Indicators

Students will

- demonstrate self-esteem, confidence and feelings of success
- successfully transition from grade to grade
- develop a plan to further their education, training and/or entering the workforce
- achieve a Dogwood Diploma, School Completion Certificate, or Adult Dogwood Diploma

Goal: Increase Aboriginal students' knowledge and pride of their heritage and language.

Commitment Statement

To increase Aboriginal students' knowledge and pride of their heritage and language, we are committed to

- enabling Aboriginal students to learn about and share their cultures with others
- building closer connections with Aboriginal families and communities
- inspiring and providing opportunities for all educators to become familiar with Aboriginal content, resources and strategies

Indicators

Students will

- demonstrate a willingness to be recognized through self-identification and voluntary participation in activities
- attain individual knowledge of their heritage and its historical context
- access knowledge of their language

Evidence

- ratio of participants in blanket/sash ceremony

Performance Indicators / Evidence	Results
# of Graduating Aboriginal students who participate in the Blanket/Sash Ceremony	2003/2004: 4 of 7 2004/2005: 5 of 10 2005/2006: 5 of 5 2006/2007: 11 of 11 2007/2008: 10 of 10 2008/2009:

- establishment of baseline data for the ratio of students who will identify their heritage

Goal: Increase every students' awareness of the culture and heritage of Aboriginal peoples

Commitment Statements

To increase all students' awareness of the culture and heritage of Aboriginal peoples, we are committed to

- engaging all students in learning opportunities; showcasing and interpreting Aboriginal cultures and heritage



Indicators

Students will

- demonstrate interest and gain knowledge of Aboriginal cultures
- participate in activities that increase awareness
- enroll in First Nations 12 and First Peoples English 12

Evidence

- description of events that provide for inclusive participation
- enrolment in First Nations 12 and First Peoples English 12

Year	First Nations 12 Students	First Peoples English 12	Total Grade 12 Enrolment
05/06	10	n/a	137
06/07	31	n/a	123
07/08	17	n/a	100
08/09	31	0	105

Goal: Increase Aboriginal students' successful completion of their secondary education

Commitment Statements

To increase Aboriginal students' successful completion of their secondary education, we are committed to

- supporting the social, emotional, cognitive, physical and spiritual individuality of Aboriginal students
- welcoming family involvement through a variety of activities
- acknowledging and embracing Aboriginal students' successes

Indicators

Students will

- demonstrate self-esteem, confidence and feelings of success
- successfully transition from grade to grade
- develop a plan to further their education, training and/or entering the workforce
- achieve a Dogwood Diploma, School Completion Certificate or Adult Dogwood Diploma



Evidence

- ratio of Aboriginal students who transition to a higher grade

Transition to a higher grade from:	School Year	District	
		Total Students in Grade	Transition #
Grade 7	03/04	9	9
	04/05	9	8
	05/06	13	13
	06/07	7	7
	07/08	11	11
Grade 10	03/04	21	19
	04/05	18	18
	05/06	15	12
	06/07	13	10
	07/08	9	6
Grade 11	03/04	13	8
	04/05	20	17
	05/06	20	13
	06/07	13	10
	07/08	9	8



- ratio of Aboriginal students who have made an application for a scholarship/bursary or made an application for post secondary education/training.
- numbers of Aboriginal students who graduate with a Dogwood Diploma or a school completion certificate

Year	Total # of Aboriginal Students	Students Achieving a Dogwood	Students Achieving a School Completion Certificate	Adult Dogwood
03/04	7	6		
04/05	11	6	1	
05/06	15	10	1	
06/07	13	11	1	
07/08	10	8	1	1

Goal: Increase the academic success of Aboriginal students with increased literacy, numeracy and technological competencies

Commitment Statements

To increase the academic success of Aboriginal students with increased literacy, numeracy and technological competencies, we are committed to:

- identifying and addressing the individual wants and needs within each of our Aboriginal student's context.
- nurturing self-motivation to enhance individual successes.

Indicators

Students will:

- leave primary grades reading at grade level
- leave intermediate grades reading fluently
- demonstrate competence in numeracy leaving the intermediate grades
- demonstrate competence utilizing technology
- demonstrate the motivation, confidence and skills to enroll in and successfully complete Applications or Principles of Math 12, English 12 and First Peoples English 12

Evidence

- ratio of Grade 3 students reading at grade level

Performance Indicators / Evidence	Results
District Reading Assessment – PM Benchmarks, meeting or exceeding – Grade 3	2006/2007: 7 of 8 2007/2008: 6 of 9 2008/2009: 5 of 7

- ratio of Grade 7 students reading fluently

Performance Indicators / Evidence	Results
District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 7	2006/2007: 7 of 7 2007/2008: 8 of 10 2008/2009: 6 of 10



- ratio of Grade 7 students meeting or exceeding numeracy expectations on the Foundations Skills Assessment

School Year	# of Aboriginal Students Enrolled	# of Aboriginal Students Meeting or Exceeding Expectations
02/03	12	5
03/04	9	9
04/05	9	6
05/06	14	6
06/07	7	5
07/08	8	7
08/09	12	10

- successful completion of Math and English at the Grade 12 level

Subject	School Year	# of Aboriginal Students	District	
			# of Aboriginal Students C- (Pass) or Better	# of Aboriginal Students C+ (Good) or Better
English 10	04/05	17	14	8
	05/06	16	13	5
	06/07	11	8	4
	07/08	12	10	5
English 12	04/05	Msk	Msk	Msk
	05/06	7	4	3
	06/07	8	8	5
	07/08	7	7	5
Mathematics 12	06/07	Msk	Msk	Msk
	07/08	Msk	Msk	Msk

Implementation

- create ongoing awareness of this Aboriginal Education Enhancement Agreement
- establish baseline evidence where needed
- establish targets
- develop an implementation work plan
- reassess targets annually to determine if they are attained, sustained or need revision
- monitor and refine strategies on an ongoing basis
- review annually and report on progress, challenges and growth areas; what we have learned
- celebrate successes