

ABORIGINAL EDUCATION DEPARTMENT



School District #36 (Surrey) Aboriginal Education Enhancement Agreement



“Building a future for our Children”

PREAMBLE:

Surrey School District operates within the traditional shared territories of the Katzie First Nation and Semiahmoo First Nation.

The Aboriginal Education Advisory Committee works with Surrey School District #36 (the District), and is currently in collaboration with the region’s First Nations people, the Métis Nation, and the Inuit people who have students in our local public schools. The Committee recognizes and honours the unique qualities of each of the Aboriginal people living in our diverse community. The Aboriginal Education Department and the Committee strive to promote a better understanding of and a fuller appreciation for the contributions of our local and North American Aboriginal cultures within our schools and community at large.

The Aboriginal Advisory Committee and the Surrey School District invited participation from many groups through a district wide survey of parents and educators. Surveys were mailed out to all the families of Aboriginal students. Surveys for educators were sent to schools and made available on line. Kwantlen University College held two full day student led forums. One hundred and thirty five (grades 7 to grade 12) students participated to give their recommendations for enhancement of their education.

The Enhancement Agreement is intended to promote Aboriginal student success by supporting their cultural, academic, and social needs. The District and the Aboriginal communities acknowledge a collective responsibility for the success of all Aboriginal learners attending public schools. The District will work towards maintaining a close working relationship between the school district staff and the Aboriginal community.

The Advisory Committee is composed of representatives from the following organizations:

- Katzie First Nation
- Board of Trustees
- Parent representatives
- Nova Métis Heritage Association
- District Principal
- Surrey Principals’ Association
- Kla-how-eya Aboriginal Centre
- Kwantlen University College
- Semiahmoo First Nation
- Assistant Superintendent
- Surrey Teachers’ Association
- Métis Family Services
- Guests
- Canadian Union of Public Employees

This body is responsible for guiding and approving the development and implementation of the Aboriginal Education Enhancement Agreement.

PURPOSE:

This Enhancement Agreement is a collective effort by the local Aboriginal communities within the district, the Aboriginal Education Department and the Committee. The purposes of the Agreement are:

- To build on the established practice of shared decision making between the Surrey School District and local Aboriginal people;
- To acknowledge, respect and affirm relationships among the local Aboriginal communities, parents and the Surrey School District to enhance Aboriginal student success;
- To continually enhance the academic performance of Aboriginal students from Kindergarten to Grade 12;
- To continue to meet the needs of Aboriginal learners by maintaining and expanding academic support programs as necessary, while providing staffing that support these programs;
- To develop awareness among principals, teachers and support staff of the contemporary and historical issues that affect the academic and social success of Aboriginal students;
- To recognize and respect that Aboriginal student achievement is linked to educating all learners about the history and culture of Aboriginal peoples through integration of Aboriginal content in curricular areas from Kindergarten to Grade 12;
- To create a sense of belonging so that the Aboriginal learners feel they are a meaningful part of, and take pride in, an educational system in which their heritage and culture are reflected, celebrated and respected.

PRINCIPLES:

The Parties to This Agreement Will:

- Honour and acknowledge the people and traditional territory and the teachings of the land of the Katzie First Nation and Semiahmoo First Nation;
- Support students, families and community members who are of the First Nations, Métis Nation and Inuit people;
- Develop shared ownership and mutual respect through dialogue and strong relationships that recognize the cultural differences and diverse needs of Aboriginal students;
- Cultivate a learning environment where Aboriginal students feel safe, respected, and have a positive sense of place and belonging.

The performance areas selected for enhancement are those where there is assurance that the data can be:

- Collected, tracked and assessed with integrity;

- Effectively used to analyze student achievement in order to design, coordinate and implement programs to support Aboriginal learners;
- Analyzed to effectively implement strategies to improve Aboriginal student engagement in learning activities;
- Related to the goals in the District's Accountability Contract.

The District and the Committee will commit to reviewing the Enhancement Agreement on an annual basis.

PERFORMANCE GOALS:

The District is committed to increasing Aboriginal student achievement. There are four major goals that have been identified in the Enhancement Agreement:

- To advance the literacy achievement of Aboriginal learners from Kindergarten to Grade 12;
- To increase awareness and understanding of Aboriginal history, traditions and culture for all students;
- To enhance Aboriginal students' sense of belonging so they can be successful;
- To increase the transition rates and graduation rates for Aboriginal students.

Achievement will be measured using classroom, district and provincial assessments. Other areas related to student achievement that will be monitored are attendance, grade-to-grade transition rates and graduation rates. Support will include Aboriginal teachers and support staff, Aboriginal role models, Elders for the Elder-In-Residence program, and the integration of Aboriginal cultural content into curriculum areas from Kindergarten to Grade 12. The district has acknowledged these as being essential factors for student success.

GOAL:

To advance the literacy achievement of Aboriginal learners from Kindergarten to Grade 12.

In order to support this goal all Parties commit to:

- Paying particular attention to Aboriginal student success in reading, writing and oral language fluency and,
- Increasing the development of instructional strategies that integrate Aboriginal content as a means of influencing student learning.

Objectives	Performance Indicators	Performance Targets Annually
1) Increase the reading readiness skills of students in Kindergarten.	<ul style="list-style-type: none"> • Assessment: Early Language Phonemic Assessment Tool in January and May of each school year. 	<ul style="list-style-type: none"> • Increase to 90% the number of Kindergarten students fully meeting expectations at year end. • Increase the number of students in the full day Kindergarten programs.
2) Build upon the writing skills of students in Grades 1, 2, 3, 5, and 9.	<ul style="list-style-type: none"> • Assessment: District Writing Assessment tool. 	<ul style="list-style-type: none"> • Increase by 2% the number of students in Grades 1, 2, 3, 5, and 9 who fully meet expectations.
3) Increase oral language fluency from Kindergarten to Grade 7.	<ul style="list-style-type: none"> • Assessment: Idea Proficiency Test or S.D. #36 English Second Language tool. 	<ul style="list-style-type: none"> • Baseline data will be determined in the first year.
4) Increase the Foundation Skills Assessment, Reading and Writing results Grades 4 and 7.	<ul style="list-style-type: none"> • Assessment: Foundations Skills Assessment results. 	<ul style="list-style-type: none"> • Increase by at least 2% the number of students in Grades 4 and 7 who fully meet expectations.
5) Increase the reading skills of students Grades 1 to 9.	<ul style="list-style-type: none"> • Assessment: Reading Assessment District #36. 	<ul style="list-style-type: none"> • Increase by at least 2% the number of students Grades 1 to 9 who fully meet expectations.
6) Increase the participation rates of students in English 10 and 12; and Literature 12.	<ul style="list-style-type: none"> • Assessments: Marks Analysis and Provincial exams 10 and 12. 	<ul style="list-style-type: none"> • Increase by at least 2% the number of students participating in the 3 subjects.

GOAL:

To increase awareness and understanding of Aboriginal history, traditions and culture for all students.

In order to support this goal all Parties commit to:

- Increasing the use of Aboriginal resources from Kindergarten to Grade 12.

Objectives	Performance Indicators	Performance Targets Annually
1) Increase the awareness of all students on the history of Aboriginal people Kindergarten to Grade 12.	<ul style="list-style-type: none">• Assessment: Student survey.	<ul style="list-style-type: none">• Baseline data will be determined in the first year.
2) Increase the number of students participating in B.C. First Nations 12.	<ul style="list-style-type: none">• Assessment: Number of students participating in B.C. First Nations 12 courses	<ul style="list-style-type: none">• Baseline data will be determined in the first year.

GOAL:

To enhance Aboriginal students' sense of belonging.

In order to support this goal all Parties commit to:

- Enhancing a learning environment where Aboriginal students feel safe, respected and have a positive sense of place and belonging.

Objectives	Performance Indicators	Performance Targets Annually
1) Increase attendance rates.	<ul style="list-style-type: none">• Assessments: Elementary and Secondary report cards.	<ul style="list-style-type: none">• Baseline data will be determined in the first year.
2) Increase retention rates.	<ul style="list-style-type: none">• Assessment: Transition rates.	<ul style="list-style-type: none">• Baseline data will be determined in the first year.
3) Increase participation rates for extra-curricular activities.	<ul style="list-style-type: none">• Assessment: Student Survey	<ul style="list-style-type: none">• Baseline data will be determined in the first year.
4) Increase student leadership participation rates	<ul style="list-style-type: none">• Assessment: Student Survey	<ul style="list-style-type: none">• Baseline data will be determined in the first year.

GOAL:

To increase the transition and graduation rates for Aboriginal students.

In order to support this goal all Parties commit to:

- Paying particular attention to Aboriginal student transition rates grades 7 through to 12 and implementing effective strategies to improve Aboriginal student attendance and re-entry.

Objectives	Performance Indicators	Performance Targets Annually
1) Increase the transition rates from grade 10 to 11.	<ul style="list-style-type: none">• Assessment: Transition rates.	<ul style="list-style-type: none">• Increase by at least 2% the number of students successfully transitioning to grade 11.
2) Increase Dogwood completion rates and School Completion Certificates.	<ul style="list-style-type: none">• Assessment: Dogwood Completion and School Completion Certificate rates.	<ul style="list-style-type: none">• Increase by at least 2% the number of students successfully completing Grade 12.
3) Increase number of students continuing to post-secondary programs.	<ul style="list-style-type: none">• Assessment: Student exit survey.	<ul style="list-style-type: none">• Baseline data will be determined in the first year.

IMPLEMENTATION:

- **The Enhancement Agreement is intended to enrich Aboriginal student achievement: academically, culturally, and socially.**
- **The 2007/08 school year will be the baseline data collection year for those baseline targets that do not exist.**
- **The Enhancement Agreement will be monitored by the Surrey School District and all Aboriginal communities through the Aboriginal Advisory Committee.**
- **A report to the School Board and all Aboriginal communities will be completed by the Aboriginal Advisory Committee and presented annually.**
- **The Enhancement Agreement will be in effect from (time of signing – for 5 years).**