

# Aboriginal Enhancement Agreement



## School District No. 51 (Boundary)

Big White—Beaverdell—Rock Creek—Midway—Greenwood—Grand Forks—Christina Lake



## Boundary Aboriginal Enhancement Agreement

### Preamble

The Métis Association, Boundary All Nations Aboriginal Council (BANAC), Aboriginal parent representatives, Aboriginal Family Support, Boundary Family and Individual Services Society, Selkirk College, School District No. 51 and school representatives share the collective responsibility for the Boundary Aboriginal Education Enhancement Agreement through the Boundary Aboriginal Education Advisory Council (BAEAC).

All parties recognize and respect the Aboriginal peoples in whose traditional lands the Boundary School District resides.

The Aboriginal Education Enhancement Agreement has been developed and will be implemented with the guidance and approval of the BAEAC with the vision and spirit of improving the educational performance of all Aboriginal Learners within our School District.

In the Boundary School District, all of our education partners acknowledge and honour the special relationship that exists with our diverse Aboriginal community. We also recognize and honour the historical significance of Aboriginal peoples in the history of the Boundary.

This Aboriginal Education Enhancement Agreement is inclusive of all people of Aboriginal Ancestry.

The Boundary Aboriginal Advisory Council acknowledges the collective responsibility for the success of all Aboriginal learners in School District No. 51. In respect and honour of all Aboriginal learners we intend, with their participation and wisdom, to develop appropriate and meaningful educational programs for the benefit of all.

The Boundary School District is committed to ensuring that Aboriginal students receive a quality education; one that prepares them to lead successful, productive and healthy lives while enhancing their Aboriginal identity through culture programs and language awareness.

The Boundary School District formed their first Aboriginal Education Advisory Committee in 1997, when it became apparent that we had a large diverse population of students with Aboriginal ancestry. Mission, vision and values statements along with Terms of Reference were developed with our community partners that included representatives from the Métis Association, Selkirk College Aboriginal Counselor, Boundary Family and Individual Services Society and individuals from school staffs and the School District.



## Boundary Aboriginal Enhancement Agreement

In this, the Boundary Aboriginal Advisory council will continue to build on the successes of our initial efforts by increasing the number of Aboriginal students who are achieving at or above expected levels for all students.

Gains have been made in graduation rates for our Aboriginal students. Improvements in writing for all grade levels for our Aboriginal students have been achieved. There has been a decrease in the numbers of Aboriginal students identified with serious or intensive behaviour/mental illness concerns.

We want to recognize the work that has been done in the past that has contributed to the growth and success of our Aboriginal students. That work would not have been possible without the shared vision and work of all of our education partners. The culture of our District is collaborative. Our aim is to embrace and positively impact all of our learners.

### ***Boundary Aboriginal Education Advisory Council—2002***

*(reviewed November 2005)*

#### ***Mission***

*All students of Aboriginal ancestry will graduate.*

#### ***Vision***

*We are a responsible council, working towards unity and heritage awareness, advancing interests of Aboriginal people through cultural, spiritual, social and educational development.*

#### ***Values***

- *encouraging and challenging students to achieve the highest standards in their educational, emotional, social, cultural and spiritual well-being*
- *nurturing Aboriginal pride through promoting awareness of Aboriginal cultures and heritages in the context of the whole school and in the curriculum*
- *cultivation of a continuum of services and support in collaboration with community partners from early intervention to career start*
- *multicultural experiences for all students that prepares them for living in an Aboriginal society and the larger Canadian society*
- *Aboriginal parent and caregiver involvement (Aboriginal voice) encouraged and enhanced*



## Boundary Aboriginal Enhancement Agreement

### Purpose

The purpose of this Enhancement Agreement is to improve the success of all Aboriginal students in the Boundary School District by:

- Ensuring that all students with Aboriginal ancestry achieve social and academic success.
- Acknowledging and honouring the diverse cultures represented in our Aboriginal student population.
- Increasing the integration of culturally relevant resources, processes and content in all curriculum.
- Strengthening and enhancing current working relationships of the Boundary Aboriginal Education Advisory Council.

### Principles

The performance areas selected for improvement are those where evidence and data is:

- Collected and tracked over time with authenticity in order to design and implement programs
- Utilized to guide effective instructional strategies
- Reflective in school goals and supported by School District No. 51 Accountability Contract

### Performance Goals

The following goals are identified:

1. To improve Aboriginal student achievement in:
  - Reading
  - Numeracy
2. To increase awareness, knowledge and respect for Aboriginal culture in all students. Students with Aboriginal ancestry will have an enhanced sense of belonging and pride in their Aboriginal ancestry.
3. To improve the Secondary School completion rates of Aboriginal students



## Boundary Aboriginal Enhancement Agreement

### Performance Indicators

Data and evidence are tracked from a variety of sources. The following will be used to indicate progress for each goal:

1. **Improved Aboriginal student achievement in Reading and Numeracy (classroom baseline data will be established in the first year and measured with expected improvements in following years)**

**a) Reading**

- Numbers of students meeting or exceeding expectations according to B.C. Performance Standards in school-wide Reading Assessments for grades one through nine.
- Increase the number of students attaining a C+ or better final letter grade in grades 4 to 12 Language Arts.
- Increase the number of students meeting or exceeding expectations in grades 4, 7 Reading FSA and attaining C+ or better in the English 10 Graduation Program Exam.
- Increase the number of students participating in and attaining 65% or better in English 12 and Communications 12 Provincial Exams.
- Improve parent and student satisfaction with student progress in Reading as measured by Provincial surveys in grades 4 and 7 and an annual School District No. 51 survey for Aboriginal students.

**b) Numeracy**

- Increase the number of students meeting or exceeding expectations in Numeracy according to the B.C. Performance Standards.
  - i. Baseline measure determined and established in year one with grade three
  - ii. In the subsequent year establish intermediate grades
- Increase the number of students attaining a C+ or better final letter grade in grades 4 to 12 Math courses.
- Increase the number of students meeting or exceeding expectations in grades 4 and 7 Numeracy FSA and attaining C+ or better in the Math 10 Graduation Program Exams.
- Increase the number of students participating in and attaining 65% or better in Principles of Math 12, Applications of Math 12 and Essentials of Math 12 Provincial Exams.
- Improve parent and student satisfaction with student progress in Numeracy/Math as measured by Provincial surveys in grades 4 and 7.



## Boundary Aboriginal Enhancement Agreement

2. **To increase awareness, knowledge and respect for Aboriginal culture. Students with Aboriginal ancestry will have an enhanced sense of belonging and pride in their Aboriginal ancestry.**
  - The indicators and baseline data will be created in the 2006 - 2007 school year.
  
3. **To improve Secondary School completion rates**
  - Increase the number of Aboriginal students who graduate within six years after entering Secondary School.
  - Increase the number of Aboriginal junior alternate students who return to regular Secondary Schools.
  - Increase the number of Aboriginal students who achieve Dogwood Certificates.
  - Maintain or increase the annual grade-to-grade transition rate of all Aboriginal students from grade 8 to 11.
  - Increase the number of Aboriginal students transitioning from grade 11 to grade 12.

### **Implementing and sustaining the Aboriginal Enhancement Agreement Process**

This agreement will be in effect from July 1, 2006 until June 30, 2011.

Boundary Aboriginal Education Advisory Council will annually review and evaluate the Boundary Aboriginal Enhancement Agreement and report to the Board of School District No. 51, School Community, Boundary Education Partners and Ministry of Education.

## ACKNOWLEDGEMENTS

School District No. 51 (Boundary) would like to acknowledge and specifically thank the following for their commitment and dedication to the Aboriginal and general student body throughout the Boundary:

- Joan Holmes - Elder, member of Metis Association and Boundary All Nations Aboriginal Council
- Danny Williamson - Parent, President of Metis Association and Boundary All Nations Aboriginal Council
- Terry Jackson - Aboriginal student mentor, member of Metis Association
- Dorthy-Ann Leyden - parent, member of Boundary All Nations Aboriginal Council
- Angela James - parent, member of Boundary All Nations Aboriginal Council
- Erika Schoenfeld - Aboriginal Family Support Worker
- Leda Leander - Executive Director, Boundary Family and Individual Services Society
- Susan Ross/Norma Jean Schmidt - Aboriginal Support Worker, Boundary Central Secondary School
- Wanda Hecht - Aboriginal Student Support Teacher, Dr. D.A. Perley Elementary School
- Christena Henry - Aboriginal Student Support Teacher, J.A. Hutton Elementary School
- Anna Groeneveld - Aboriginal Student Support Teacher, Grand Forks Secondary School
- Margot Stolz - Teacher, Fred Walker Resource Center - East
- Ann Rexin - Aboriginal Student Support Teacher, West Boundary Elementary School
- Jennifer Turner - Midway and Greenwood Elementary Schools, Vice Principal II, Student Support
- Louise Bayles - Vice Principal, Boundary Central Secondary School
- Maxine Ruzicka - Director of Instruction, School District No. 51 (Boundary)
- Teresa Rezansoff - Trustee, School District No. 51 (Boundary)
- We would also like to acknowledge the response and involvement from the wider Aboriginal parent community, Boundary All Nations Aboriginal Council, and the Metis Association.

Boundary Aboriginal Enhancement Agreement logo and cover page:

- Danny Williamson - Parent, President of Metis Association
- Margot Stolz - Teacher, Fred Walker Resource Center - East
- Wanda Hecht - Aboriginal Student Support Teacher, Dr. D.A. Perley Elementary School
- Thomas Hecht - Student, Grand Forks Secondary School