

**SCHOOL DISTRICT NO.64  
(GULF ISLANDS)**

**Aboriginal Education Enhancement Agreement**

**2006 – 2011**



## TABLE OF CONTENTS

<b>PREAMBLE</b> .....	<b>1</b>
<b>GUIDING PRINCIPLES</b> .....	<b>2</b>
<b>BACKGROUND</b> .....	<b>3</b>
<b>VALUES</b> .....	<b>4</b>
<b>PURPOSE</b> .....	<b>4</b>
<b>PERFORMANCE TARGETS</b> .....	<b>5</b>
<b>GOALS</b> .....	<b>5</b>
<b>GOAL I ACADEMIC</b> .....	<b>7</b>
<i>Performance Indicators</i> .....	<b>7</b>
<i>Targets</i> .....	<b>8</b>
<i>Implementation</i> .....	<b>9</b>
<b>GOAL II SOCIAL/EMOTIONAL (BELONGING)</b> .....	<b>10</b>
<i>Performance Indicators</i> .....	<b>10</b>
<i>Targets</i> .....	<b>11</b>
<i>Implementation</i> .....	<b>11</b>
<b>GOAL III CULTURAL</b> .....	<b>12</b>
<i>Performance Indicators</i> .....	<b>12</b>
<i>Targets</i> .....	<b>12</b>
<i>Implementation</i> .....	<b>13</b>



**SCHOOL DISTRICT NO.64 (GULF ISLANDS)**  
**Aboriginal Education Enhancement Agreement**  
**2006 – 2011**

**PREAMBLE**

The Aboriginal Education Advisory Council (AEAC) acknowledges and honours the traditional people and territories within which we operate; the Tsartlip, Tseycum, W'ilkseum and the Penlukut. The AEAC acknowledges the historical importance of the preservation of culture and tradition and places emphasis on the future enhancement of education of all students.

School District #64 – Gulf Islands (the District) is a unique “community of islands” comprised of six Southern Gulf Islands: North and South Pender, Mayne, Galiano, Saturna, and Salt Spring Islands. The Gulf Islands School District has eleven schools, seven of which are on Salt Spring Island.

This Aboriginal Education Enhancement Agreement (EA) was developed through a process of community and staff consultation in each of the communities the School District serves. Focused discussions occurred and surveys were distributed to participants. Information gained was reviewed by the AEAC to determine goals, objectives, strategies, and structures to be implemented.

All the Aboriginal communities were represented and collaborated at all EA meetings. EA committee members continued to dialogue with their communities during the process.

The AEAC includes representatives from all of the islands including students and their families, support staff, school and district administrators, teachers, and trustees.

The school district represents very diverse Aboriginal communities within the traditional lands of several Coast Salish bands. Also, living in the district are children from Métis and Aboriginal communities from across Canada. There is a wide range in cultural knowledge and cultural connectedness among Aboriginal students.

The EA between the Aboriginal people in the Gulf Islands and the Gulf Islands school district will respect the rights of all Aboriginal students to ensure that they receive a quality education in the public school system.



## **Guiding Principles**

We believe that it is important to:

- focus on children and youth.
- honour and recognize the importance of Aboriginal youth leadership.
- involve Aboriginal family at all levels of public education.
- promote the importance of Aboriginal education for all learners.
- honour and acknowledge the people, traditional territories and history of the Gulf Islands.
- promote a learning environment where Aboriginal students feel a strong sense of belonging.
- provide educational opportunities that enhance academic success.
- acknowledge the traditional teachings of the Elders and the wisdom of their Aboriginal culture.
- encourage a holistic approach to each child's development.
- develop shared responsibility and mutual respect through ongoing dialogue and strong relationships that recognize the cultural differences and diverse needs of Aboriginal students.



## **Background**

In June 2004, all members of Aboriginal families registered in SD #64, Elders, school administrators, teacher representatives, support staff, and trustees were invited to a dinner. At this time the EA process was introduced and those present were invited to form the EA planning committee. From September 2004 to June 2005, the planning committee reviewed feedback collected from the students, parents, families, staff, and community members.

Our working committee always welcomed interested parties and valued their contributions.

After several meetings rich in dialogue, the planning committee established three goals to support school success for all Aboriginal learners.

Decisions of the committee were approved by consensus.



## VALUES

- Belonging – discipline with compassion
- Kindness – positive reinforcement and praising success
- Creativity – learn about spirit through singing, dancing, drumming and all the visual arts
- Generosity – practice the art of giving and receiving in a traditional way

## PURPOSE

The purpose of the EA is to improve the success of all Aboriginal students. In order to achieve this goal, it is understood that all parties signing this agreement share this responsibility.

This agreement is to ensure continuous enhancement of the quality of education available to Aboriginal students. The Enhancement Agreement will promote a greater awareness of Aboriginal histories, languages, and cultures while respecting the diverse Aboriginal communities within School District #64.

In accordance with the EA, the District, with the ongoing collaboration of all parties will:

- enhance educational outcomes to empower all students.
- ensure that the environment is healthy and conducive to learning while accommodating divergent learning styles.
- provide support for staff so they can accommodate the learning styles of Aboriginal students.
- enhance performance in order that Aboriginal students meet locally established targets in all areas of learning.
- support Aboriginal students by creating an environment that embraces and promotes Aboriginal cultures.
- encourage integration of contemporary and indigenous teachings to ensure that our students enjoy their highest levels of academic, cultural, social, and individual success.
- promote knowledge and skills that will lead to successful experiences.



*“...ensure continuous enhancement of the quality of education available to Aboriginal students.”*

## **PERFORMANCE TARGETS**

The baseline data will be developed, where not available in the 2006/2007 school year. In each year thereafter, in all categories, increased growth is expected. Should the demographics of the Aboriginal community change, the committee will gather information concerning changing values, attitudes, interests, and issues. The EA must be a flexible, living document. An annual review of targets will occur to determine whether they are realistic and attainable. Strategies will be assessed regularly based on performance outcomes for all goals. The goals and performance indicators are determined for five years.

Annual Targets will be established and assessed by the School District and the AEAC to ensure that they:

- are meaningful, reasonable and attainable.
- represent meaningful progress.
- account adequately for changing populations.
- are linked to strategies and structures that will be reviewed annually.
- reflect the baselines established.

## **GOALS**

The AEAC recognizes and supports the schools' and district's goals. In our five year plan, the AEAC has identified the following three goals: Academic, Social, and Cultural. While we have divided the EA into three goals, we recognize the interrelationship between these goals, and that strategies can support more than one goal.

The Aboriginal Enhancement Agreement Committee will become the Aboriginal Education Committee (AEC) at the signing of the EA. The AEC will meet a minimum of three times annually to review the EA. Community gatherings will be organized to receive input. Each year, the AEC will review the district performance data, the EA to provide recommendations for program enhancements and budget expenditures. The AEC is committed to working closely with district staff to prepare the annual report and review implementation plans. These goals and targets will be reviewed annually and findings will be reported to the school and public communities.

The AEC will meet at least three times a year with representatives of each island community, senior administrators, teachers, principals, trustees, SEAs and students. The meetings will be open to all interested parties

The position of District Aboriginal Coordinator will be established and continued. Responsibilities will include:

- acquiring pertinent resources.
- organizing workshops.
- communicating resources and strategies.
- coordinating and organizing networks for school staff.
- preparing the annual review in consultation with the AEAC.



*“In order to harmonize the traditional values with the system we are now in, it is important to know those values.”*

*Alfred Scow*

## **GOAL I ACADEMIC**

All Aboriginal students will achieve academic excellence.

### **Performance Indicators**

Due to the relatively small number of Aboriginal students, individual student achievement rates and anecdotal evidence will be reviewed in addition to grouped data.

#### **School and Dogwood completion rates**

#### **Retention and transition rates**

**Literacy** – Aboriginal student achievement in all areas of literacy performance

- English 10 and 12 provincial examination results/completions rates.
- FSA Reading and Writing scores: Grades 4 and 7.
- grades 1, 2, and 3 District Reading Assessments.
- grades 4 to 7 DART assessments.
- participation and success in Language Arts courses in Grades 10, 11, and 12.
- Language Arts report card analysis – number of students exceeding or fully meeting expectations for their grade level.

**Numeracy** – Aboriginal student achievement in all areas of numeracy performance

- Mathematics 10 and 12 provincial examination results/completion rates.
- FSA Numeracy Grades 4 and 7 scores.
- participation and success in all Mathematics courses in grades 10, 11 and 12.
- Mathematics report card analysis – number of students exceeding or fully meeting expectations for their grade level.



## Targets

**All Aboriginal students will achieve a Dogwood completion certificate.**

**All Aboriginal students will make successful transition from Grades 9-12.**

**All Aboriginal students will be retained in school.**

Each year data will be reviewed to ensure that all Aboriginal students will fully meet or exceed expectations for his/her grade level for literacy and numeracy.

## Literacy

- All Aboriginal students will fully meet or exceed expectations for Language Arts as listed in the Literacy Performance Indicators above.
- The English provincial examination scores of all grade 10 and 12 Aboriginal students will be equal to or exceed the provincial averages.
- The grade 4 to 7 FSA reading and writing scores of all Aboriginal students will be equal to or exceed the provincial averages.
- All grade 1 to 3 Aboriginal students will meet or exceed District established expectations in reading assessments.
- All grade 4 to 7 Aboriginal students will meet or exceed District established expectations in the DART assessments.

## Numeracy

- All Aboriginal students will fully meet or exceed expectations for Mathematics as listed in the Numeracy Indicators above.
- The Mathematics provincial examination scores of all grade 10 and 12 Aboriginal students will be equal to or exceed the provincial averages.
- The grade 4 to 7 FSA Numeracy scores of all Aboriginal students will be equal to or exceed the provincial averages.



## Implementation

The District and the AEAC will monitor, track, and celebrate the success of all Aboriginal students.

- Collect and analyze report card data annually.
- Provide opportunities for field trips, celebrations and Aboriginal career fairs that enhance student success.
- Invite the community to all Aboriginal events.
- Contact the media to promote Aboriginal activities.
- Create and maintain a list of elders, role models, Aboriginal resource people, and speakers.

To ensure Aboriginal academic achievement, we are committed to parent and family involvement in the schools and providing academic assistance for Aboriginal students.

The strategies implemented to support the goal as well as the measurable results, will be published in the district annual Aboriginal Education Report. Where practices and strategies are recognized as not entirely effective, adjustments will be made accordingly.



## Goal II Social/Emotional (Belonging)

All Aboriginal students will demonstrate an increased sense of belonging.

In order to support this goal the District, with the ongoing collaboration of all parties, will build community partnerships by promoting a meaningful Aboriginal presence in our schools.

We believe that a student's sense of belonging is fundamental to their school success and overall well being. We are committed to implementing initiatives that promote each Aboriginal student's sense of belonging.

### Performance Indicators

Due to the small sampling of district Aboriginal students, we are able to look at individual students and families. Anecdotal evidence will be examined and recorded.

- attendance rates
- Aboriginal student participation in the classroom as recorded by staff observation
- Social Responsibility Performance Standards - numbers/percentages of Aboriginal students exceeding or fully meeting expectations for his/her grade level. A baseline will be June 2007 data.
- high level of the number of family and students reporting satisfaction on formal surveys and informal communications
- student recognition in areas such as academics, athletics, citizenship, leadership, and fine arts

In order to support this goal, we commit to:

- developing Aboriginal cultural awareness skills and knowledge of district educators
- increasing satisfaction levels of family and students on formal surveys and informal communications which focus on:
  - level of community participation
  - involvement of Aboriginal families in the school
  - Aboriginal families feeling supported

*“We believe that a student’s sense of belonging is fundamental to their school success and overall well being.”*

## Targets

*Where not available baseline data will be generated during the 2007/2008 school year and targets will be set annually. A satisfaction survey will be developed to determine the Aboriginal student's sense of belonging in the school environment. Ongoing dialogue with all parties will indicate expected levels of improvement.*

- Data collected during the 2006/2007 school year will supply targets for attendance rates and social responsibility. A satisfaction survey will be developed in the year 2007/2008 for which baselines will be established.

*Each year data will be reviewed and assessed to ensure that each student demonstrates an increased sense of belonging, and community partnerships flourish.*

*In order to support this goal, all parties commit to the following:*

- increased opportunities for community members to participate
- a minimum of one Aboriginal visual presence in every classroom
- more recognition will be given for the achievements of Aboriginal students
- increased involvement of Aboriginal families
- increased awareness and practice of traditional communication and protocols

## Implementation

- Create and foster Aboriginal circle justice and a culturally appropriate method of intervention.
- Share and celebrate representations of Aboriginal cultures in each school.
- Increase opportunities for Aboriginal family involvement.
- Promote a sense of belonging by supporting rituals of inclusion.
- Encourage schools to frequently recognize achievements of Aboriginal students.
- Promote and support a network of Aboriginal students.
- Conduct annual formal parent and student surveys using a variety of methods such as mail-in, on-line, and survey nights at the local schools.
- Communicate with Aboriginal families having pre-school children.
- Pursue opportunities to present positive role models, workshops, and speakers.

The District Aboriginal Coordinator will facilitate and support opportunities for students such as, elder visitations and attendance at Aboriginal career fairs.

In accordance with the EA, the District, with the ongoing collaboration of all parties will promote Aboriginal awareness in school communities and facilitate understanding of mainstream values among Aboriginal families.

## **GOAL III CULTURAL**

*All students will demonstrate a deeper understanding and appreciation of the histories, languages, and cultures of the Aboriginal communities from an Aboriginal perspective.*

### **Performance Indicators**

- participation in British Columbia First Nations Studies 12 (BCFNS12)
- satisfaction levels of students and their families on formal surveys and informal communications (A satisfaction survey will be developed in the year 2007/2008).
- a deeper understanding of Aboriginal histories, languages and cultures based on satisfaction levels as indicated on surveys (A satisfaction survey will be developed in the year 2007/2008).
- level of voluntary participation by all students in Aboriginal cultural events and celebrations

In order to support this goal we will also track:

- number of Aboriginal cultural events and celebrations
- level of awareness of staff about Aboriginality
- availability of Aboriginal resources in schools
- increased number of staff using School District Aboriginal resources.
- increased number of ProD requests for Aboriginal awareness activities.
- increased Aboriginal activities in classrooms.

### **Targets**

Where not available, baseline data will be generated during the 2007/2008 school year and targets will be set annually.

- to sustain the 2006/2007 enrollment in BCFNS12.
- increased satisfaction among Aboriginal students and their families (A satisfaction survey will be developed in the year 2007/2008. ).
- increased understanding by all students of Aboriginal histories, languages and cultures (A satisfaction survey will be developed in the year 2007/2008. ).
- increased voluntary participation in Aboriginal cultural events and celebrations (A satisfaction survey will be developed in the year 2007/2008

In order to support this goal, all parties commit to the following:

- Providing inclusive opportunities for Aboriginal family and communities.
- Providing opportunity for stakeholders to discuss and suggest Aboriginal resources.

## Implementation

- Publicize and promote BCFNS12.
- Conduct annual formal parent and student surveys using a variety of methods such as mail-in, on-line, and survey nights at the local schools.
- Provide Grade 4 teachers in fall of 2007 with Professional Development (ProD) linking Aboriginal content to literacy.
- Provide an identifiable meeting space for Aboriginal students and guests at Gulf Islands Secondary School.
- Provide ProD and Professional Growth opportunities for staff to increase awareness and knowledge.
- Increase number of authentic Aboriginal cultural events and celebrations.

The District Aboriginal Coordinator will:

- gather information about district cultural events and celebrations and will include them in the annual review.
- develop a database of curriculum resources available within the district.

