



*Aboriginal Education
Enhancement Agreement
School District #62 (Sooke)*

2009

*STUDENT
SUCCESS*



STUDENT SUCCESS

For the purpose of this document, student success embraces the mental, physical, emotional and spiritual aspects of the student.

Success means:

- ❖ Students make informed educational decisions based on their career goals.*
- ❖ Students experience increased participation and completion in academic areas.*
- ❖ Students are provided increased opportunities to gain awareness in the areas of Aboriginal history, culture, traditions and language.*
- ❖ Students feel welcomed and supported in their school environment and their historical and contemporary realities are reflected in the academic curriculum, as well as in extra-curricular activities.*
- ❖ Students possess an increased sense of self-esteem, positive self-identity and a belief that the future offers them hope and opportunities.*

The members of the Education Council through community dialogue developed these definitions.

ABORIGINAL EDUCATION COUNCIL

Are people who are committed to enhancing the success of Aboriginal children and youth.

Work collaboratively to promote student success.

View student success, as integral in relation to a healthy educational experience that promotes a proud form of cultural expression that is open to Aboriginal and non-Aboriginal alike.

Will operate in a manner that is respectful of all peoples.

Will accept the responsibility of reporting the progress of the Aboriginal Education Council to their respective groups and continue to engage their Nation or organization in the work of the Council.

Annually will develop, review and revise (as needed) the Aboriginal Education Enhancement Agreement for School District #62 (Sooke).

We further acknowledge with gratitude the following individuals for their commitment to the development of this agreement.

*Yasmin Ali
Sharon Bond
Jim Cambridge
Dorthea Harris
Donna Jones
Suzanne Jackson
John Lyall
Harvey Malcolm
Stephen McHugh
Bob Phillips
Andy Sam
Desiree Stephens*

*Tasha Andersov
Tammy Hillier-Brook
Edith Charley
Mary Ann Harris
Norma-Jean Johnson
Murielle Lagace
Ruth Lyall
Kathy Mannix
Sandee Mitchell
Stephanie Quilt
Dana Lynn Seaborn
Kathy Sudlow*

*Kristen Bertram
Belvie Brebber
Kendra Gage
Brad Hill
Sadie Louie
Shelly Johnson
Kerrie MacLean
Leslie McGarry
Darcy Morgan
Pam Richmond
Dianna Seaton*

PREAMBLE



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This Aboriginal Education Enhancement Agreement is the working document between School District #62 (Sooke), local First Nations on and off reserve, other First Nations, Métis, and Inuit communities and the Ministry of Education. This Aboriginal Education Enhancement Agreement acknowledges the vital role that all Aboriginal communities play in the success of Aboriginal students.

It has been developed with the guidance and approval of these communities, with the goal of improving success for all Aboriginal learners in School District #62 (Sooke).

These Aboriginal communities, as well as School District #62 (Sooke), who form the Aboriginal Education Council, acknowledge and honour the First Nations in whose traditional territories they work and study. We, as members of the Aboriginal Education Council, recognize and support the historical and contemporary importance Aboriginal peoples place on the preservation of their culture and language. School District #62 (Sooke) and the Aboriginal communities accept their collective responsibility in supporting student success by their active participation in the School District #62 (Sooke) Education Council. The Council includes representatives from:

S'cianew First Nation

T'Sou-ke First Nation

Pacheedaht First Nation

Métis Community Services

Métis Nation of BC

Victoria Native Friendship Centre

NIL/TU,O Child & Family Services

Surrounded by Cedar Child & Family Services

School Trustees, Board of Education

Sooke Principals' & Vice-Principals' Association

Aboriginal Students from Belmont, EMCS, Pacific Secondary and Westshore.

CUPE Local 459

Sooke Teachers' Association

Hulitán Social Services

University of Victoria

Makola Housing Society

Camosun College

GOALS



Goals

- ❖ Sense of Belonging
- ❖ Language
- ❖ Aboriginal Ways of Knowing
- ❖ Achievement

SENSE OF BELONGING

Goal:

To increase Aboriginal students' sense of place, belonging and caring in School District #62 (Sooke)

Rationale:

When Aboriginal students feel that they and their families are welcome, respected and included, through seeing aspects of their cultures reflected in the environment and curriculum of the school, they become inspired to be successful.

In order to support this goal all parties commit to:

- ❖ Improve the educational outcomes for Aboriginal students by reflecting this goal of the Enhancement Agreement in individual school plans.*
- ❖ Increase the visibility of Aboriginal literature, art, cultural events, student projects and gathering areas in schools.*
- ❖ Increase opportunities for family and community involvement in schools.*
- ❖ Pursue the creation of Aboriginal Parent Councils in the Edward Milne, Belmont and Port Renfrew communities.*
- ❖ Create opportunities to meet the needs of students in a holistic manner.*

Indicators of success:

- ❖ Increased number of Aboriginal students participating in school-based activities.*
- ❖ Increased attendance at district-sponsored community events.*
- ❖ Decrease in withdrawals from school by Aboriginal students.*
- ❖ Decrease in number of suspensions given to Aboriginal students.*

Targets:

During the first year of implementation, a survey will be developed and base-line data and targets will be developed.

LANGUAGE

Goal:

To increase student knowledge of Aboriginal languages.

Rationale:

For Aboriginal people, language forms the core of their identity. Opportunities for both Aboriginal and non-Aboriginal students to learn Aboriginal languages opens the door to learning as an integral part of the rich diversity that Canada enjoys. The collective efforts of the School District and the Aboriginal communities in the preservation of Aboriginal languages will present the students of the Sooke School District opportunities for success.

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

- ❖ Improve the educational outcomes for Aboriginal students by reflecting this goal of the Enhancement Agreement in individual school plans.*
- ❖ Continue to develop relationships with local Aboriginal community and resource people, Aboriginal organizations and educational institutions.*
- ❖ Promote and recognize the importance of Aboriginal language.*
- ❖ Continue to develop Aboriginal language resources within the District.*
- ❖ Survey the current state of local Aboriginal language programs throughout British Columbia.*
- ❖ Increase the number of language learning activities available to students.*
- ❖ Research joint funding opportunities in order to make language programs available to students.*

Indicators of success:

- ❖ Annual surveys will assess an increased knowledge of Aboriginal languages.*
- ❖ Increase the number of students who are using on-line language programs.*
- ❖ Increase the number of students who know ten words or more in SENCOTEN or Halq'emeylem.*

Targets:

During the first year of implementation, a survey will be developed and baseline data and targets will be developed.

ABORIGINAL WAYS OF KNOWING

Goal:

To increase awareness and understanding of Aboriginal ways of knowing in both Aboriginal and non-Aboriginal students.

Rationale:

Programs that include Aboriginal cultures and history will lead to increased knowledge and greater understanding by all students of the significant role of Aboriginal peoples in Canada, both historically and in contemporary society. Recognizing Aboriginal cultures within the classroom will promote cultural inclusion and Aboriginal student success Kindergarten through Grade 12.

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

- ❖ Improve the educational outcomes for Aboriginal students by reflecting this goal of the Enhancement Agreement in individual school plans.*
- ❖ Liaise with local First Nations on questions of protocol.*
- ❖ Encourage School District #62 (Sooke) learning communities to become more familiar with local First Nations cultures in order to support student awareness and learning.*
- ❖ Increase opportunities for all students to learn about Aboriginal cultures.*
- ❖ Promote participation in and completion of BC First Nations Studies 12 and English 12 First Peoples.*
- ❖ Integrate more local Aboriginal content across areas from K - 12.*
- ❖ Build capacity in the School District to recruit and hire staff of Aboriginal descent.*
- ❖ Increase awareness of employment opportunities in the School District with Aboriginal people because we believe that by supporting the employment of Aboriginal peoples in the School District, we will provide important role models for both students and staff.*
- ❖ Develop opportunities for all School District employees to participate in professional development programs, which encourage understanding of Aboriginal culture.*

Indicators of success:

- ❖ Annual student surveys will show an increased awareness of Aboriginal culture and history.*
- ❖ There will be increased participation rates and completion rates in BC First Nations Studies 12 and English 12 First Peoples.*

Targets:

During the first year of implementation, base-line data will be collected and targets will be developed.

ACHIEVEMENT

Goal:

To enhance the achievement and success of Aboriginal students from Kindergarten to Grade 12 in academics as well as training for trades and life skills.

Rationale:

Aboriginal families and communities stress the importance of students' success within the school environment. We believe that by providing appropriate programming and support, students will go on to be successful members of their communities.

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

- ❖ *Improve the educational outcomes for Aboriginal students by reflecting this goal of the Enhancement Agreement in individual school plans.*
- ❖ *Create support circles for Aboriginal students within schools.*
- ❖ *Liaise together to work for the benefit of individual students.*
- ❖ *Inform students and families of the implications of course selection on future educational opportunities.*
- ❖ *Track and analyze grade-by-grade transition rates.*

Indicators of success:

- ❖ *There will be an increased number of Aboriginal students leaving school with a Dogwood Certificate.*
- ❖ *There will be an increased number of total grads each year, including adults and students in alternate programs.*
- ❖ *There will be an increased number of Aboriginal students meeting grade level expectations in Grades 1 – 3 in numeracy and literacy based on report card data.*
- ❖ *There will be an increased number of students meeting expectations in reading comprehension from Grades 3 – 9 using DART data, Performance Standards and/or other formative assessments.*
- ❖ *There will be an increased number of students meeting or exceeding expectations on the Grades 4 and 7 FSAs, Performance Standards and/or other formative assessments.*
- ❖ *There will be increased enrolments and completions by Aboriginal students in English 10 – 12, Math Applications or Principles 10 – 12, and Biology, Chemistry or Physics 11 or 12.*
- ❖ *There will be an increased number of students entering the trades.*

Targets: *During the first year of implementation, baseline data on some areas will be collected in order to develop targets. In those areas where provincial data is available, the target will be a 2% increase in all areas during the first year.*

STRUCTURES TO SUPPORT THE IMPLEMENTATION OF THE ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT

***This Enhancement Agreement will be in effect from
April 7, 2009 - April 7, 1014***

Annual Report:

Each year an Annual Report will be completed. This report will include:

- ❖ Goals*
- ❖ Rationales*
- ❖ Commitments*
- ❖ Performance Targets*
- ❖ Strategies*
- ❖ Overview of progress to date*

In the first year of the Agreement, the Council will focus on information which will provide baseline data on which to base further targets.

The Aboriginal Education Council will ensure that information and regular updates on the Enhancement Agreement are available, at least twice a year, to students and families through community events and newsletters.

In addition to the other business of the Council, the Council will meet a minimum of four times each year to specifically review the progress of the Enhancement Agreement.

The Aboriginal Education Council will continue to work with the School District in the completion of the report and review and revise it as necessary.

Each year, the Aboriginal Education Council will review the final report to provide recommendations for future program enhancements and budget expenditures.

The Board of Education will be responsible for ensuring the Aboriginal Education Enhancement Agreement Annual Report is received, reviewed and forwarded to the Ministry of Education, Aboriginal Enhancement Branch, by June 30 each year.