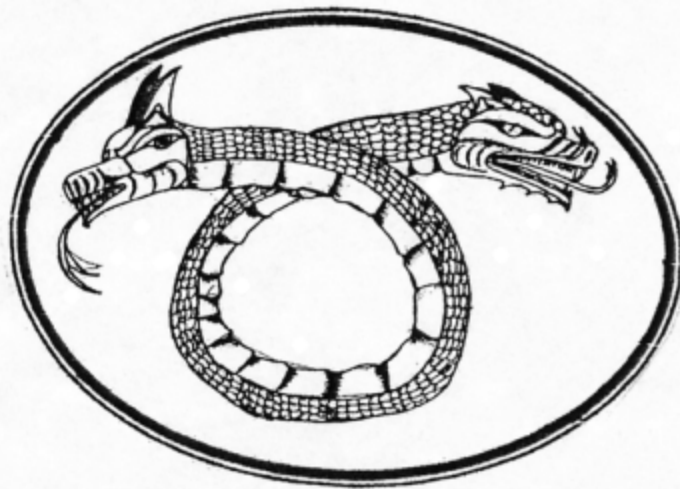


School District #40
New Westminster
Aboriginal Education
Enhancement
Agreement



October 7th, 2004

School District #40 New Westminister Aboriginal Education Enhancement Agreement

Pre-amble:

The community of New Westminister includes an urban Aboriginal population consisting of Aboriginal families from all over Canada. It has therefore been crucial that we create an Aboriginal Education Advisory Committee that is as representative as possible of all elements of the population. The New Westminister Aboriginal Advisory Committee guides and approves the development and implementation of this Aboriginal Education Enhancement Agreement. The committee wishes to honour the unique qualities of each of the Aboriginal peoples living in our diverse community. The New Westminister Aboriginal Advisory Committee honors and respects the special relationship that exists with the New Westminister Indian Band, the First Nations Urban Elders' Council, First Nations Urban Community Society, the Urban First Nations Adult Learning Centre, Arrows to Freedom and other partners in the broader community.

The New Westminister Aboriginal Education Advisory Committee includes:

- Chief Rhonda Larabee of the New Westminister Indian Band
- Representatives of First Nations Urban Community Society Elder's Council
- Parent representatives from schools in School District 40
- Aboriginal staff representing all schools in School District 40
- Representatives of First Nations Urban Community Society
- A representative of Douglas College Aboriginal Student Services
- A representative of the New Westminister School Board
- A representative of New Westminister School District Senior Management
- Representatives of school district staff and administration

The collective responsibility for promoting the success of all Aboriginal students attending school in School District #40 is acknowledged through the partnership in this Enhancement Agreement between the Aboriginal and Educational Communities and the Ministry of Education.

Purpose:

The purpose of this Enhancement Agreement is:

- To significantly improve the levels of academic and social success for all Aboriginal students in New Westminster
- To honor and support the diverse histories and cultures represented in our Aboriginal student population
- To improve school staff, students and community members' awareness of the contemporary and historical issues that affect the academic and social success of Aboriginal students
- To improve school staff, students and community members' awareness of the importance of cultural education in increasing the academic and social success of Aboriginal students
- To increase the integration of culturally relevant resources, processes and content in all credit courses across the district
- To develop constructive partnerships between Aboriginal parents and school district staff including support staff, teachers and administrators
- To create a climate in the district that is welcoming and supportive to Aboriginal parents
- To work in a culturally sensitive, constructive manner with students who have been identified as having special needs

Principles:

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

- Collected and assessed in a way that ensures validity and reliability of results
- Analyzed for trends over time based on regular assessments of cognitive, emotional, physical or spiritual progress
- Effectively used to design, coordinate and implement programs
- Related to the goals in the School District # 40 Accountability Contract

Performance Goals:

The following goals are identified in the Enhancement Agreement:

1. To increase the involvement of Aboriginal and Non-Aboriginal students with Aboriginal culture.
2. To improve Aboriginal student performance at the intermediate level in reading and writing as measured by district assessment (school-wide writes and reads) at Grade 4, 5, 6, and 7 and Provincial Foundation Skills Assessment in Grades 4 & 7
3. To improve the grade to grade transition rate at the secondary school level and secondary school completion rates of Aboriginal students.
4. To reduce the percentage of Aboriginal students identified in Ministry of Education Behavior categories in New Westminster

Performance Indicators

School District #40 tracks data from many different sources. The following will be used to indicate progress in each goal area:

1. Aboriginal and Non-Aboriginal student involvement with Aboriginal culture: Baseline data regarding the following indicators will be developed in the first year and measured each subsequent year:
 - Number of cultural events in schools
 - Number of sessions offered by cultural workers to individual students, small groups and whole classes
 - Numbers of Aboriginal community events
 - Numbers of students and parents attending or involved in community events
 - Numbers of students involved in district or provincial initiatives related to aboriginal culture

2. Intermediate Level Reading and Writing
 - Percentage of students fully meeting or exceeding expectations in District Reading and Writing Assessment results at the grade 4, 5, 6, and 7 levels.
 - Percentage of students fully meeting or exceeding expectations on Foundation Skills Assessment in Writing for Grade 4, and 7

3. Increased Grade to Grade Transition and Secondary School Completion Rates
 - Transition rates from Grade 8 to 9, 9 to 10, 10 to 11, & 11 to 12
 - Number of Aboriginal students who complete Dogwood Certificates as reported through Ministry TRAX data
 - Number of Aboriginal students who obtain School Leaving Certificates
 - Number of Aboriginal students who graduate from District Alternate School programs
 - Number of Aboriginal students who are graduating each year more than six years after starting secondary school

4. Percentage of Aboriginal Students in Ministry of Education Behavior Intervention Categories
 - Number of students identified in these categories through the District identification process
 - District assessment of social responsibility will be developed during the first year of the Agreement

Performance Targets:

Targets will be determined at the end of the first year when baseline data has been established.

Performance Evaluation and Agreement Review

The Aboriginal Education Advisory Committee and School District # 40 representatives will meet to evaluate district performance data and to review this agreement in May of each year. An annual report will be prepared at the end of each year and shared with the Aboriginal and Educational communities, and the Ministry of Education.