

SD59 Aboriginal Education Enhancement Agreement

1. PREAMBLE

The aboriginal communities of School District #59 guide and approve the development and implementation of this *Aboriginal Education Enhancement Agreement (AEEA)*. The vision and spirit of this agreement is to improve the educational performance of all aboriginal learners within the School District's jurisdiction. This agreement recognizes the unique qualities of each community covered within the boundaries of School District #59 and the distinct communities in Chetwynd, Moberly Lake, Dawson Creek, Tumbler Ridge, and outlying areas.

The aboriginal communities and School District #59 acknowledge and honour the special relationship that exists with the aboriginal communities in whose traditional territories they operate. They also recognize and honour the historical and critical importance original peoples place on preservation of their language and culture. Further, they recognize the importance of the aboriginal communities' language and culture within its traditional territory.

School District #59 supports the aboriginal community's commitment to the preservation of their language and culture and their desire to receive educational benefits to fulfil personal and professional goals. School District 59 continues to affirm and support the community led development of its programs and curriculum.

In addition, this AEEA acknowledges and honours the vital role played by the members of:

- **The Chetwynd Aboriginal Education Council**
- **The Dawson Creek Aboriginal Educational Council**

in representing the interests of the aboriginal population.

School District #59 and the aboriginal communities acknowledge the collective responsibility for the success of all aboriginal learners attending schools in our area and will work to maintain a close working relationship at the school based level. Recommendations from the Aboriginal Education Advisory Councils and from schools will result in a process whereby student achievement is studied and improved over the timeframe of this agreement.

In respect and honour of all aboriginal peoples, we intend, with their participation and wisdom, to develop appropriate and meaningful educational programs for the benefit of all aboriginal learners and to measure student success. The Aboriginal Education Advisory Council will advise and recommend strategies to School District #59 and will meet at least four times per year to discuss and to review this agreement.

Definition: For the purposes of this agreement the term "aboriginal" includes First Nations, Metis, status and non-status and Inuit students.

2. PURPOSES

The purposes of the Enhancement Agreement are:

- To improve the overall academic performance of aboriginal students;
- To educate community members, parents and students on the value of education and the need for life long learning;
- To respect and affirm the diverse histories and cultures represented in our aboriginal student population.

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3. PRINCIPLES

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

- Tracked with integrity and authenticity;
- Tracked over time;
- Used to guide the design and implementation of effective teaching strategies;
- Used to monitor the culture of school community and the impact on aboriginal students;
- Used for assessing the targets reported in the School District #59 Annual Report on aboriginal students.

4. PERFORMANCE GOALS

All of the following performance goals for Aboriginal students have a target of a minimum of 2% improvement each year. For data we have already, 2001/2002 information will be used as a baseline data. As new data collection tools that are developed, the first year of implementation will provide baseline data.

- A. Improve Kindergarten readiness
- A. Improve primary literacy and numeracy.
- A. Improve intermediate literacy and numeracy.
- A. Improve secondary literacy and numeracy.
- A. Improve the Dogwood Completion rate.

5. DEFINE STABLE INDICATORS OF PERFORMANCE GOALS

- A. Improve Kindergarten readiness
 - a. Development of Kindergarten readiness data collection tools are scheduled for September 2003
- A. Improve primary literacy and numeracy.
 - a. The Developmental Reading Assessment is the district's measure of literacy in grades 1, 2, and 3. Baseline data for grades 1 and 2 will come from the 2001/2002 year while the first grade 3 data will be from 2002/2003.
 - a. A primary numeracy measure is scheduled for September 2003.
- A. Improve intermediate literacy and numeracy.
 - a. There are several literacy and numeracy assessments for intermediate students. These include
 - Foundation Skills Assessment in grades 4 and 7
 - District developed reading assessments for grades 4 to 9 (Sept. 2003)
 - District developed numeracy assessments for grades 4 to 9 (scheduled for Sept. 2004)
- A. Improve secondary literacy and numeracy.
 - a. Foundation Skills Assessment in grade 10
 - a. Results of English and Communications provincial exams will provide data for literacy while Math provincial exams will provide data for numeracy.
 - a. Other district developed secondary literacy and numeracy tools are scheduled for September 2005.
- A. Improve the Dogwood Completion rate.
 - a. The standard estimate of the Dogwood completion rate (revised for 2000-2001 school year, as computed by the Ministry of Education) will be used. The rate is an estimate of

