



School District N0. 10 (Arrow Lakes)
Aboriginal Education Agreement
2015 -2019

Memorandum of Agreement

Signed on this date of June 20, 2016 in the presence of teachers, students, parents, Aboriginal Education Advisory Council members, the SD10 Board of Trustees and the BC Ministry of Education.

Colleen Hannah - BC Ministry of Education

Lora Lee Brekke – SD 10 Board of Trustees

Terry Taylor – SD10 Superintendent/Secretary-Treasurer

Heather Dennill – SD10 Director of Learning

Ganishka Silver-Fox Dann – SD10 Aboriginal Education Advisory Council

Cliff Woffenden – SD10 Aboriginal Education Advisory Council

Sharon Montgomery – SD10 Aboriginal Education Advisory Council

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INTRODUCTION

According to the Ministry of Education, Aboriginal Education Enhancement Agreements are intended to:

1. Improve the quality of education for all Aboriginal students.
2. Support strong cooperative, collaborative relationships between Aboriginal communities and school districts.
3. Provide Aboriginal communities and districts greater autonomy that work for Aboriginal students, the schools and communities.
4. Require a high level of respect and trust to function.

PREAMBLE

This second Aboriginal Education Enhancement Agreement represents an ongoing commitment between:

- BC Ministry of Education
- School District No. 10
- Nakusp and District Museum
- Aboriginal Foster Parents
- Local Metis
- First Nations and Inuit Societies
- School District No. 10 Trustees
- School District No. 10 Director of Learning
- Aboriginal Education Support Teachers

As the Arrow Lakes Aboriginal Education Advisory Council (ALAEAC), we proudly acknowledge this collective relationship of shared responsibility and decision making to set goals to meet the educational needs of Aboriginal students. The ALAEAC works in full partnership with the School District to support and guide Aboriginal Education services. The ALAEAC also ensures the provision of ongoing comprehensive support and services relevant to the needs of Aboriginal students, and to promote sensitivity and respect for Aboriginal culture, priorities and perspectives. Students and their parents who self-identify with Aboriginal ancestry have steadily increased from 3.1% in 2003 to 18.7% in 2016 and, are descendants of native groups from across North America.

Through a continuing collaborative partnership between all parties mentioned above, we are committed to:

1. Enhancing Aboriginal awareness, knowledge and understanding for students, staff and parents.
2. Improving learning and achievement outcomes through personalized goal setting in the Four Directions for all Aboriginal students.

While there is not a resident First Nation community within Arrow Lakes School District boundaries, SD 10 recognizes the Ktunaxa to the East, Shuswap to the North, Okanagan Nations to the West, and the Sinixt People who historically lived on these lands.

Arrow Lakes Aboriginal Education Advisory Council

MISSION

The Arrow Lakes Aboriginal Education Advisory Council provides:

A. Support for:

- A holistic educational approach to improve the knowledge, understanding, and awareness of Aboriginal culture throughout the school district.
- Educational programs and services that are broad-based and inclusive that reaches out to all students of Aboriginal ancestry as well as Non-Aboriginal students.
- The increase of Aboriginal cultural content by incorporating cultural content lesson plans for all students to enhance awareness, respect and appreciation of Aboriginal culture.
- Targeted educational support for at-promise students of Aboriginal ancestry.

B. Commitment to:

- Provide a variety of opportunities for Aboriginal students to enhance their sense of belonging and pride in their Aboriginal ancestry.
- Provide interventions for holistic success – physical, mental, social, and emotional health.
- Provide district-wide Aboriginal cultural events presented by Aboriginal peoples.
- Identify and provide learning support to at-promise students of Aboriginal ancestry.
- Provide learning opportunities for school staff to enhance awareness and understanding of Aboriginal culture and learning styles.
- Support healing by embracing and promoting Aboriginal cultural diversity.

TERMS OF REFERENCE

A. Membership may include:

- COINS - Circle of Indigenous Peoples Representatives
- Parent Representatives
- Aboriginal Foster Parent Representative
- Aboriginal Education Support Teachers
- Aboriginal Youth Community Support Worker
- Up to two Aboriginal Student, Youth Representatives
- 1 School Trustee
- 1 Administrative Officer from Schools
- Director of Learning
- Aboriginal Cultural Historian
- Nakusp Museum Aboriginal Cultural Curator

B. Term:

The Advisory council term is September 1 to August 31. Appointment to the Advisory Council will be confirmed on a yearly basis.

C. Meetings:

A minimum of 3 meetings per year will be held.

- Dates and locations to be determined at first meeting
- 4th , half day meeting to fulfill obligations of the annual report

The fourth meeting is to reflect on what was accomplished over the school year in preparation of the Aboriginal Education Annual Report to the Ministry of Education. Each council member will add a piece for the report.

PURPOSE

The purpose of this Aboriginal Enhancement Agreement is:

- To support all students of Aboriginal ancestry in achieving personal success.
- To honour and acknowledge the histories of our students and families with Aboriginal ancestry.
- To enhance the sense of belonging of Aboriginal students within their communities through shared knowledge and experiences with all students in their school communities.
- To enhance all students' understanding and appreciation of First Nations culture, history and spirituality.
- To provide an opportunity for healing through understanding and creating a sense of community.
- To be sensitive to the needs of our students and parents with Aboriginal ancestry and embrace the whole child – intellectually, culturally, physically, emotionally, and spiritually, in the context of the greater community.

PROCESS

In preparation for the creation of the second Arrow Lakes Aboriginal Education Enhancement Agreement, the ALAEAC has engaged in an extensive process of presentations and consultations with staff, students, parents, trustees, community members, and Ministry of Education Aboriginal Education Division representative.

At the end of October 2014, the ALAEAC met to review the Terms of Reference, determine the makeup of membership in the ALAEAC, and to review the Mission and Guiding Principles. At this meeting, it was decided to hold community and student consultations in the spring of 2015. Additionally, a SD 10 survey was developed for greater input and to form a baseline for future indicators in the creation of the second Arrow Lakes Aboriginal Education Enhancement Agreement.

Community consultations were conducted in the communities of Nakusp on April 20, 2015 and New Denver on April 13, 2015. At these evening sessions the participants were asked to comment on the goals from the previous Aboriginal Education Enhancement Agreement and if that goal needed to be continued, why or why not. The participants were asked if there are additional goals to be considered and what indicators are needed to determine student success in attaining that goal.

Community Consultation Summary

Goal 1: Enhance Aboriginal student sense of belonging.

- Keep our Enhancement Agreement as part of a holistic goal – now in the Four Directions goal
- Refocus and reword this Goal to focus on building awareness, knowledge and understanding for students and staff

- In the future, success in this Goal can be measured through an annual student and staff survey or rubric (class wide/school wide)
- Cultural Program - what are we doing well and what can we change?
- Continue to be inclusive of the whole classroom and non-pullout model
- Need to have regular and intentional integration of Aboriginal learning in all classrooms.
- Increase Sinixt cultural input to increase knowledge and understanding
- Keep a focus on local and national place based conscious learning – local environment, social justice, etc.
- Utilize thematic seasonal links with Elder knowledge and other local and nonlocal Aboriginal presenters. Students need to be immersed in all of the local historical Sinixt culture to build awareness, knowledge and understanding. Visit Sinixt pit houses, gather wild edibles and participate in other ‘hands on’ learning
- Results from a Survey of staff and community members indicates that there is little communication or knowledge of Aboriginal cultural opportunities provided for students, as many are unaware of the quality cultural presenters that have been available to students in the district

Goal 2: Improve Student Achievement

- Continue this aspect but add a focus on the ‘whole person’ as there are additional ways to ‘grow’ and ‘learn’ that need attention too.
- Aboriginal students need to define their own goals in achievement and the other Four Directions areas.
- It is important for students to include goals for social-emotional learning – need to really involve and ask students for their input.
- Include all sources of available student data in evaluating outcomes/indicators of success. This could include portfolios, student learning demonstrations, report card data, district and provincial assessment and student surveys/rubrics as self-evaluation etc.

Secondary Student Consultation Summary

A student lunch session (with pizza) was held in June 2015 with feedback from 8 students in grades 8 to 12 and participation from an additional 20 students. Utilizing a carousel and small group format, students were asked to respond to the Aboriginal Education Enhancement Agreement goals and cultural opportunities.

- Need to have more cultural exposure, with events for all students, to deepen awareness and understanding that include hands-on, experiential learning in a place based environment.
- Have more opportunities and events in the school to challenge students to work on emotional, physical, cultural learning as well as academic learning.
- Integrate knowledge and understanding about Aboriginal Peoples into all aspects of the curriculum.
- Students need to understand their own learning needs and set personalized goals.

There is a commitment by all concerned, to build on past achievements, strengthen areas that need greater focus and reflect on accomplishments. There is a strong desire to deepen our work by reflecting personalized student goals through the teachings of the Four Directions.

PERFORMANCE INDICATORS AND TARGETS

Performance indicators are selected from all sources of data available and are used to measure improvement from reliable information that can be:

- Collected from multiple sources to ensure accuracy (individual, classroom, school, district, and provincial level data)
- Tracked over time to identify trends
- Effectively used to implement interventions and best practices
- Quantitative and qualitative to support targets and goal areas

Performance indicators are designed to increase or improve academic achievement and other goal areas for Aboriginal students. A five year target will be established after collecting and analyzing baseline data. Targets will be reviewed and monitored each year for progress and may be re-assessed to determine if they are realistic and attainable.

Performance indicators, targets and results will be prepared and reported by the Arrow Lakes Aboriginal Education Advisory Council and District Administration in an annual Aboriginal Education report to the Board of Education, the Ministry of Education and the Arrow and Slocan Lakes communities.

GOALS, RATIONALE & INDICATORS

GOAL 1: All students and staff will have enhanced awareness, knowledge and understanding of Aboriginal Peoples and their culture.

Rationale

Even though 80% of Aboriginal students report a sense of pride in their heritage, there needs to be continued efforts in this area. It is critical for all staff and learners in classrooms to increase their awareness, knowledge and understanding for Aboriginal culture, traditions and language. This goal will serve to anchor a deeper appreciation of the history of this land and the way that the Original Peoples lived their lives, past, present and into the future.

Baseline and Targets

Both baselines and targets will be established after the first year of implementation of the Enhancement Agreement.

Indicators

- Aboriginal Education student survey.
- Cultural performance student and staff survey.
- Attendance at community events
- Student and staff evaluations after each school or class presentation
- Teacher survey



Elk, grant us your strength, agility and freedom.

GOAL 2: Personalized Aboriginal student goals in the Four Directions to include:

A. Emotional Goal: Aboriginal students will experience a sense of belonging, self-respect and pride of heritage.

Rationale

We believe that increased appreciation and acceptance of Aboriginal culture from all students and staff is fundamental to an Aboriginal learner's sense of belonging and plays a significant role in school completion. On-going research indicates that being connected to an adult in the home, at school and in the community helps in the formation of healthy relationships. This results in a positive self-concept which is fundamental to life-long success. Research indicates that the more days that a student is absent from school, the greater effect absences have on sense of belonging and increases the potential for not completing school.

Indicators

- Attendance rate ongoing monitoring for those who have missed 8 or more days of school in the previous school year
- Sense of belonging as measured on the Aboriginal Education student survey
- Participation of Aboriginal students in cultural activities in school and community.
- Aboriginal students taking a leadership role in their school and community.
- Participation of Aboriginal students involved in extra-curricular activities.
- Aboriginal student's positive responses to questions related to self-esteem on the ministry satisfaction surveys for grades 4 and 7 and on any district developed survey.

B. Mind Goal: All partners will work towards enhancing the level of academic success for Aboriginal students.

Rationale

We want all students with Aboriginal ancestry to make consistent progress in school achievement. We recognize that key transition times – such as school entry into Kindergarten, from Elementary to Secondary School, and from Secondary School into careers or post-secondary institutions are critical foundational times for learner success.

Personalized student enhancement plans will be in place for each student as a road map to achieving their personal goals.

Indicators

- Reading and Numeracy report card results across all grades
- Student participation and performance on provincial numeracy and literacy assessments
- The number of Aboriginal graduates using the six year school completion rates
- District numeracy and literacy assessment results

C. Spiritual Goal: Enable Aboriginal students to enhance their awareness, knowledge and pride of their ancestry through the recognition and honouring of Aboriginal culture,

traditions, history and language in an inclusive environment with all learners in classrooms.

Rationale

It is critical for all staff and learners in classrooms to increase their awareness, knowledge and respect of and for Aboriginal culture, traditions and language as this will anchor a deeper appreciation of the history of this land and the way that the Original Peoples lived their lives in the more distant past, the present and into the future. Participants in the Community and Student Consultation sessions were clear about the importance of expanded opportunities for all students in this area.

Indicators

- The number of students participating in school and district Aboriginal cultural opportunities.
- Increase the knowledge and appreciation for the mosaic of varied Aboriginal backgrounds. Even though there is not an established First Nations Community in the Arrow Lakes area, there is significant historical evidence of Sinixt occupation in Arrow and Slocan Lake valleys.

D. Physical Goal: Through access to services and school support, **all** Aboriginal students will improve their sense of physical well-being.

Rationale

Research increasingly reinforces the importance of living healthy lifestyles, from the food that you eat, to the amount of physical activity you get and the healthy habits that you develop. All of these factors play a critical role in being ready to learn and participating fully in other learning and social activities. Research and best practice support a planned intervention by the School Based Team after five absences from school.

Indicators

- Student participation in activities and programs that support healthy choices and active living
- Student attendance at school

Baseline and Targets

Both baselines and targets will be established after the first year of implementation of the Enhancement Agreement.




Hawk share your message and as stopper of time help us to change our future.

APPENDIX 1

Student Conferencing

Name _____ Grade _____ DOB _____
 Parents/Guardians _____ Phone _____
 Ancestry _____ Status Y/N _____

Academic Goals	Social Emotional Goals
Physical Goals	Cultural Goals



<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 10%;"></td> <td style="width: 45%; text-align: center;">Fall</td> <td style="width: 45%; text-align: center;">Spring</td> </tr> <tr> <td>Read</td> <td></td> <td></td> </tr> <tr> <td>Write</td> <td></td> <td></td> </tr> <tr> <td colspan="3">Name/age: _____</td> </tr> </table> <p>Academic Support Plan</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aboriginal Education Support <input type="checkbox"/> Special Education IEP <input type="checkbox"/> EA Support <input type="checkbox"/> Academy of Reading Math <input type="checkbox"/> Speech and Language <input type="checkbox"/> Tutoring <input type="checkbox"/> Homework Club <input type="checkbox"/> Contact with parent <input type="checkbox"/> Other: _____ 		Fall	Spring	Read			Write			Name/age: _____			<p style="text-align: center;">Personal Plan</p> <p><i>What I need to do to reach my goals:</i></p> <div style="border: 1px solid black; height: 100px; margin: 5px 0;"></div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Attendance</td> <td style="width: 20%;">Term 1</td> <td style="width: 20%;">Term 2</td> <td style="width: 20%;">Term 3</td> </tr> <tr> <td>Absences</td> <td></td> <td></td> <td></td> </tr> </table>	Attendance	Term 1	Term 2	Term 3	Absences				<p style="text-align: center;">Social/Emotional Support Plan</p> <ul style="list-style-type: none"> <input type="checkbox"/> CYC Worker <input type="checkbox"/> Nutritional Support <input type="checkbox"/> Other: _____ <p>Name: _____</p> <p>Frequency: _____</p>
	Fall	Spring																				
Read																						
Write																						
Name/age: _____																						
Attendance	Term 1	Term 2	Term 3																			
Absences																						

How I will check in with Teacher	Who can help me reach my goals?	How I will check in with Support Worker
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APPENDIX 2

Strategies

Staff:

Facilitated discussion by Principal/Vice-Principal/Aboriginal Education Support Teacher at staff meetings:

- 1) How are we establishing and evaluating the environment that supports Aboriginal learners in developing a sense of belonging, self-respect and pride of heritage?
- 2) How are we improving and evaluating the academic achievement of all Aboriginal learners?
- 3) How are we including all Aboriginal learners, staff and members of the school community in supporting and successfully participating in the achievement of this goal?
- 4) How are we increasing Aboriginal learner awareness of healthy choices that enhance their physical wellbeing?

Students:

Emotional Goal

Strategies

- Increased exposure and involvement in Aboriginal culture
- Continue FRIENDS programs – K/1, grades 4/5 and grades 6/7/8
- Increase the presence of Elders in the schools
- Aboriginal Education Support Teachers attend School Based Team Meetings
- Increase Aboriginal visual presence in the schools
- Continue and increase Aboriginal presenters across schools in the district (linked to curriculum goals in the classrooms)
- Continue with inclusive Aboriginal cultural presentations in the classroom
- Promote Aboriginal awareness and content at events
- Teachers self-assess using SD68 Aboriginal Understandings

Intellectual Goal

Strategies

- Establish and document transition processes/protocol from Early Years to Kindergarten, entry to secondary school and from secondary to advanced education and careers.
- Establish a strong link between Kindergarten and Strong Start programs in Elementary Schools
- Continue with articulating an individual Aboriginal student education enhancement plan
- Continue the after school tutoring program—encouraging parents to participate as they are ready to do so
- Continue with Aboriginal Education Support Teacher attendance and advocacy for students at School Based Team meetings
- Continue with tracking students who are at risk and consulting with parents on ways to enhance student success
- Continue with our current tracking process—utilizing Fluid Survey and iPods/iPads
- Continue with specified Education Assistant support for identified students
- Continue with district literacy and numeracy assessments

Spiritual goal

Strategies

- Increase the integration of cultural teachings within all subjects to promote cultural knowledge
- Revise and implement the Aboriginal Performance Standards rubric developed by Laura Tait and SD 68
- Initiate the development of teaching resources to integrate Aboriginal content and guest presenters in classroom curricula
- Continue to increase learning opportunities to increase knowledge of Aboriginal territory and culture with all staff

- Provide professional development opportunities for staff to enhance knowledge and understanding of the Medicine Wheel
- Increase Aboriginal community cultural activities
- Establish regular Talking Circle opportunities for Secondary Aboriginal learners

Physical Goal

Strategies

- Provide opportunities to learn about traditional and healthy foods
- Explore and increase opportunities for active living in sports and traditional games (individual and team sports) and other forms of physical expression such as dance
- Ensure that no learners start their school day hungry through the availability of breakfast programs at each school
- Research effective programs, strategies and assessment rubrics dealing with drug awareness and addictions prevention – determine implementation schedule
- Possible retreat to the Whatshan Medicine Wheel to learn about traditional ways and practices

APPENDIX 3

Aboriginal Education Survey

Grades 4, 7 and 10

When you have a problem, question, or need help at school, do you have an adult you can go to?

- Always. There are lots of adults in the school who can help me.
- Yes. There are at least two adults in the school who can help.
- Yes. There is one person in the school I know who can help me.
- No. I can't think of any adults in the school I can go to for help.

Which best describes your sense of belonging in your school community?

- I am an active member of my school and community
- I usually feel like I am part of the school community
- I sometimes feel that I am part of this school community
- I do not feel like a part of my school community

Which best describes how you feel about yourself?

- I am confident and take a leadership role in my school community
- I feel a sense of pride in who I am and where I come from
- I usually feel good about myself
- I seldom feel good about myself

Which best describes how you feel about your Aboriginal heritage?

- I take pride in my heritage and proudly participate in and/or lead cultural activities
- I am interested in learning about who I am as a member of my Aboriginal people
- I am sometimes proud to be an Aboriginal person
- I have little pride in my heritage

Which best describes your participation in community activities?

- I take a leadership role in organizing and participating in community activities
- I regularly participate in community activities
- I usually participate in community activities
- I rarely participate in community activities

Which best describes your participation in extra-curricular activities (e.g. sports teams, clubs, etc.)

- I am a leader
- Regularly participate

- Usually participate
- Rarely participate

Which best describes how safe you feel at school?

- I know that I'm cared for and safe at school
- I feel safe at school
- I usually feel safe at school
- I do not feel safe at school

Which best describes your emotions?

- I am able to effectively manage my emotions
- I am learning to control myself and manage my emotions
- I try to control my anger but I am not successful
- I get angry easily

Which best describes your sports and physical activity lifestyle?

- I am physically active in a variety of ways
- I get involved in physical activities regularly
- I do very few physical activities; sometimes I play sports but I am not dedicated
- I am not active in any way

Which best describes your sleep habits?

- I know the importance of sleep and make sure I get enough sleep each night
- I understand the importance of sleep and I usually try to get enough sleep each night
- I go to bed when I want and don't care about getting up
- I don't know about the importance of sleep

Which best describes your eating habits?

- I live a very healthy lifestyle and always make healthy eating choices
- I usually make good healthy eating choices
- I know there is healthy food but don't have healthy eating habits
- I pay no attention to the food I eat

Which best describes your achievement as a student?

- I do very well in all subjects
- I do a little better than most students my age
- I do about as well as most students my age
- I do not do as well as most students my age

Which best describes your ability as a reader?

- I am an excellent reader
- I am a good reader
- I am an okay reader
- I have trouble reading

Which best describes your ability in math?

- I am excellent in math
- I am good in math
- I am okay in math
- I have trouble with math


Which best describes your plans after you graduate?

- I will be going to university
- I will be going into trades training
- I will be going straight to a job
- I don't know what I want to do when I graduate

APPENDIX 4

SD68 Rubric Teacher Self-Assessment

Aboriginal Understandings Learning Progression – SD68 Aboriginal Education

	Moving Toward the Water	Boarding the Canoe	Raising your Paddle	Journey Into Deeper Waters
	Awareness implies a sense of 'need to know'	Developing implies a willingness to address one's own understandings and beliefs	Acquiring implies a demonstration of knowledge and respect	Action/ Advocacy implies a demonstration of knowledge, respect and a commitment to advocacy
Beliefs and Attitudes towards Aboriginal Peoples	<ul style="list-style-type: none"> Recognizes that knowledge may need to be enhanced Aware that issues exist around Aboriginal peoples 	<ul style="list-style-type: none"> Demonstrates a willingness to enhance one's knowledge and understanding May bring an informed perspective to current issues 	<ul style="list-style-type: none"> Demonstrates a responsibility to enhance one's knowledge and understanding Possesses an intention to bring an informed and critical perspective to current issues and acts upon those intentions Demonstrates respect for Aboriginal people 	<ul style="list-style-type: none"> Provides leadership to enhance others' knowledge and understanding Seeks out opportunities to act on the inequities toward Aboriginal people
Knowledge of Aboriginal Peoples and History on local, regional and national levels	Demonstrates awareness of <ul style="list-style-type: none"> Local Aboriginal peoples and territories Aboriginal languages and cultures Indigenous Knowledge Canadian history as it pertains to Aboriginal people 	Beginning to explore the topics of <ul style="list-style-type: none"> Local Aboriginal peoples and territories Aboriginal languages and cultures Indigenous Knowledge History and the impact of colonization the impact of the Indian Act on present day Aboriginal people the contributions of Aboriginal people to contemporary society 	Demonstrates knowledge of <ul style="list-style-type: none"> Local Aboriginal peoples and territories Aboriginal languages and cultures Indigenous Knowledge History and the impact of colonization the impact of the Indian Act on present day Aboriginal people the contributions of Aboriginal people to contemporary society 	<ul style="list-style-type: none"> Recognizes the influence of the dominant culture, while striving to foster the Aboriginal Worldview Demonstrates and practices a knowledge and respect for Indigenous Pedagogy





June 2011, SD68 Aboriginal Education

APPENDIX 5

Aboriginal Cultural Presentation Evaluation

Name _____	Date _____	Presentation/activity _____
Grade _____		





1. Rate the presentation/activity you participated in:

			
Loved it. It was great!	I liked some of the presentation	It was ok, I guess	I did not enjoy the presentation/activity

2. Now that you have seen/participated in the presentation/activity rate your current knowledge of aboriginal peoples and history:

			
I know lots about Aboriginal People and their history	I know a few things about Aboriginal Peoples.	I know there were Aboriginal Peoples, but not much else	I know little or nothing about Aboriginal Peoples

3. Rate your current thinking about Aboriginal Peoples;

			
I seek opportunities to learn more about Aboriginal Peoples and I speak up when unkind or inaccurate comments are made about Aboriginal People.	I show respect to Aboriginal Peoples and I can speak comfortably about their history and culture	I am interested in learning more about Aboriginal Peoples	I am not interested in learning about Aboriginal Peoples or their history or culture

One thing I learned today:

Comment:

APPENDIX 5

SD10 Aboriginal Enhancement Agreement Consultations

Goal #1 Enhance the Aboriginal student's sense of belonging

- 1. Is this a goal we should keep? Why or why not?**
- 2. What other goals, if any should we consider?**
- 3. How will we know if we are being successful in achieving this goal? What should our indicators of success be?**

New Denver Community Consultation

- delete "self-esteem" as it's dated and leave at "belonging"
- 3rd goal: Increase Aboriginal understanding for all
- Success indicators -
 - # of students who self-identify
 - SD 68 Performance Standards (Aboriginal Understanding)
 - # of staff in district who self-identify
 - "pushback of prejudice/tolerance lack of understanding
 - Students and staff integrating First Peoples Principles of Learning- in and their work and those to learn
 - That students with ancestry have the opportunity choice to form/meet as groups and form community; attend conferences.
- Interview them
- Individually based achievement
- Achievement is not always school-based
- Get involved in community
- Do they have friends?
- Do they belong to clubs?
- Encourage them to belong to clubs
- Competition is Cliff's pet peeve
- Some kids do well with competition and other don't
 - In general – aboriginal kids don't do well with it
- Do they have connection with 2 adults at the school?
- Measure according to each child's specific circumstances/strengths/goals/measuring stick
- Grad rates are not the only measure of success
 - Kids may decide to graduate later in life
- Teachers should be trained on medicine wheel again

- Enhance belonging with experiential learning:
 - i.e. canoe trip with visiting elder
- Aboriginal Day
- Pow wow trip/Sundance/gatherings
- Event here with camping. (we host)
- Weave in special activities and aboriginal knowledge into curriculum
- Help teachers gain expertise in First Nations studies. Teach about First Nations relationships to the State.

Nakusp Community Consultation

- Keep it as a goal
 - Sense of belonging is a student who is confident in sharing who they are and are proud of who they are. Participate in their culture
 - Part of the holistic focus that district has
 - Struggles around how to measure sense of belonging
 - (SD71, 58, e.g.)
-
- Enter into the circle at a specific place and reflective of who you are. Move around the circle together



- Belonging is individual and can only be measured through survey-interview
- School wide/class wide
- Not pull out conference

Goal #2: To improve Aboriginal student achievement.

- 1. Is this a goal we should keep? Why or why not?**
- 2. What other goals, if any should we consider?**
- 3. How should achievement be defined in our Sd10 Aboriginal Enhancement Agreement?**
- 4. How will we know if we are being successful in achieving this goal? What should our indicators of success be?**

New Denver Community Consultation

- Yes! While we've had strong academic achievement we cannot rest on our laurels.
- Increase aboriginal understanding for all (staff, student, community)
- Whole person-
 - Different ways of knowing understanding their place in a community contribute to community
 - World view
 - Self-understanding
 - Egocentric development – econ-centric
 - Social skills/ social emotional
- Presentations
 - Portfolios
 - Demonstrations of learning
 - Provincial data
 - District assessments
 - Report on basic skills
 - Transition rates to work, post-sec
- Yes keep the goal!
- Define achievement on a personal basis(attendance, (math) accentuating their gifts
- Art
 - Self-expression
 - Self-esteem
 - Social skills
 - Connectedness
 - *Emotional
 - Academic (included but not exclusively)
- Yes, we should retain this goal!
 - Add social-emotional achievement
 - Teaching our children-experimental learning
 - Teachers find the child's gifts and bring them out

- Both about the individual and the whole
- Look at all the cultures we have in our communities
 - Celebrate all heritages
 - Blending nations in our practices
 - Open to all traditions
- Should be measuring SEL achievement of all students
 - Bring ceremony into student activities
 - Spiritual, social, emotional achievement
- Anecdotal comments(student feedback)
 - Baseline established with child and re-administered over year
 - (Survey)
 - Weave in aboriginal understandings!!! Into curriculum and activities
 - i.e. assemblies with opening recognition of Native land, ceremonies
 - Canoe trip, bring in origin of canoe
 - Foods from Aboriginal background

Nakusp Community Consultation

- Tell the stories about the student's and tell the story of the data
- Their successes, put data to support goals in appendix.
- Variety of assessments to create a story- not just "written" assessments.
- (e.g. Videos, creative art etc. are also assessment)
- Personal learning
- Increase achievement
- Go to see schools and ask kids
- Widen definition of success
- Using medicine wheel, measure achievement in all 4 quadrants
- Individual goal setting and successes
- Basic skills (reading, writing, math) N.B. and we need to hold kids accountable
- We need to track that (basic skills)
- Self-evaluation of goals
- Celebration/demonstration of learning and achievement
- Portfolio and presentation
- Connect quadrants to curriculum
- Increase achievement
- Yes!
- Weaving aboriginal history and knowledge into all classroom curriculum
- Intro culture and language early
- Reading, writing, math may be considered important by the system but not the measure of a person
- Just as much importance on fine arts and applied skills
- Measure what the kids know about culture

