

**Aboriginal Education
Handbook for Schools
2011-2012**



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Introduction

The following handbook is intended to assist administrators and Aboriginal staff in the development and implementation of Aboriginal supplementary services at your school. As your school provides supplementary support to Aboriginal students, refer back to this handbook. You will find helpful documents and checklists for you to use in the different sections of the handbook.

The sample documents in this handbook are for you to use in formatting your own letters and newsletter inserts when communicating with your Aboriginal families.

Many of the documents and checklists refer to the **Aboriginal Enhancement Agreement**. It is important for you to be aware of the goals and targets of the agreement in building and implementing an Aboriginal service in your school. You will find a copy of the Enhancement Agreement in the back of the handbook.

If you have any questions regarding the handbook or any other services or initiatives, please feel free to contact the Aboriginal Education Centre.

Sincerely,

Perry Smith
District Principal
Aboriginal Education

STAGE 1 PARENT CONSULTATION

The Ministry of Education requires parent consultation in the development of supplementary Aboriginal support services.

The best ways to consult with Aboriginal parents is:

- **Via family gatherings at the school**
- **Phone calls and home visits**
- **Personal conversations**

Consult with your Aboriginal families

- Inform parents when enrolling Aboriginal students of the options available for their children so they are able to make informed decisions (i.e. District programs, Choice programs, etc.)
- Send consultation letter home to parents (see sample) asking for input as to the type of supplementary enhancement they would like to see their child receive.
- Ensure that all parents have returned the letter of consultation
 - A phone call home, gathering at the school, or home visit may be necessary to gather letters of consultation
 - Place a copy of the signed consultation letter in the students G4 file.



Sample

**Aboriginal Education
School District #34 (Abbotsford)**

Letter of Consultation



ABBOTSFORD
SCHOOL DISTRICT
RESPECT OPPORTUNITY INNOVATION

Dear Parents and Guardians of Students with Aboriginal Ancestry:

Aboriginal Education Services are designed at the school to support the success of our Aboriginal students.

These services are designed in consultation with parents and guardians. The service may include Aboriginal language and culture, and/or cultural academic support services.

If you would like more information about the services available please ask your school's secretary for a copy of **Aboriginal Education, A Handbook for Families of Aboriginal Students** or to the Principal of your child's school.

Please fill out the form below and return it to the school
Your input is very important in the development of the school's Aboriginal services.

Student's Name	Date of Birth	Specific Ancestry (if known)
Please tell us what you would like to see in a supplementary Aboriginal support service...		

My signature recognizes that I have been consulted by School District #34 (Abbotsford) in the development of the Aboriginal program at

_____.

(School's name)

My son/daughter is of Aboriginal ancestry and my signature acknowledges that I have been consulted by School District #34 (Abbotsford) regarding the Aboriginal program.

Parent / Guardian Signature

Date Signed

Step 1

When developing the supplementary enhancement for your Aboriginal students the following should be considered...

- The consultation received from Aboriginal parents
- The individual Aboriginal ancestry of your Aboriginal student population (ie. Sto:lo, Inuit, Metis, etc.)
- School based, District based, and Ministry data on Aboriginal student achievement
- The goals and targets of the Enhancement Agreement
- The amount of funding allocated to your school based on \$650/fte.
- School based funding spending parameters as set by the Ministry of Education and the Aboriginal Advisory Committee

Aboriginal Education School Based Funding Parameters

When planning the elements of your school's Aboriginal support services the following spending parameters should be used in building your plan...

Cultural Presentations

- Cultural presentations in the school for both Aboriginal and Non-Aboriginal students are an appropriate use of Aboriginal funds. We believe that it is important for all students to learn about Aboriginal culture. This may include honorariums and supply costs

Field Trips and Bussing

- Field trips for Aboriginal students to attend cultural experiences and other trips that support the four Enhancement Agreement goals are appropriate expenditures.
- Non-Aboriginal student bussing and admission to field trips **should not** be funded with Aboriginal targeted dollars

Aboriginal theme books

- May be purchased and should be displayed for all students to view

Learning Assistance

- Aboriginal funds **are not to be used** to fund learning assistance support (see 1701)
- Learning support must be in addition to any services available to the general student population

Support Staff personnel

- May be funded to provide supplementary support to Aboriginal students
- Support Staff are Teaching Assistants and Child Care or Youth Care Worker
- Support Staff must be qualified Aboriginal Support Staff

Counselling Services

- Where all other resources have been exhausted for all students funds may be used to cover the cost of counselling support

Computers and technology

- Computers and technology may be purchased to support the Aboriginal services provided by the Aboriginal contact or support staff and should be located in an Aboriginal resource room for the use of Aboriginal students
- This would include peripheral devices such as netbooks, ipads, ipods, digital cameras, and camcorders

Craft Supplies

- Craft supplies may be purchased to provide supplementary services to Aboriginal students
- Cultural presentation.....

School fees, Sports teams

- Where all other forms of payment have been exhausted, funds may be used to cover the cost of these fees
- This may include:
 - Grad fees,

Food for students

- Food may be purchased for Aboriginal students that are in need of healthy snacks and lunches if not provided by other programs available to any other student
- Family gatherings.....

Bus Passes

- Bus passes may be purchased for Aboriginal students on the condition that they be issued monthly and are conditional upon regular attendance

Tutoring

- Funds should not be used to fund private tutors for Aboriginal support
- Funds may be used to hire Aboriginal Support staff to provide homework club services
- Funds may be used to pay honorarium to Aboriginal Secondary students to provide homework support (under the direction and supervision of School District staff member)

Psycho-educational testing

- Aboriginal funds should not be used to cover the cost of psycho-educational testing

Professional Development for staff

- Funds may be used for the professional development of staff where it will support the goals of the Enhancement Agreement

Capital dollars, repairs, renovations

- Funds should not be used for these purposes

School Supplies

- Where all other resources have been exhausted for all students, funds may be used to cover the cost of school supplies

**October Report
2010-2011**

It is expected that your school will implement strategies in alignment with our District's Enhancement Agreement. in supporting Aboriginal student achievement. Follow the template to describe what you will do to support your Aboriginal students in meeting the performance targets as stated in the **Enhancement Agreement**.

The strategies and structures that you implement may include District, school, and community based initiatives to support student achievement.

*please note the "on-reserve" allocation only applies to schools with on-reserve First Nation students in their catchment area.

Please complete this document and return to the Aboriginal Education Centre by:

October 21, 2011

**Enhancement Agreement
Implementation Plan
October Report**

School: _____

- **Tell us what you are and will be doing to support student achievement for each indicator in the four goal areas of the Enhancement Agreement**
- **include both Teacher and support staff actions.**

Goal 1: Increase the number of Aboriginal students meeting expectations in reading

What enhancement will you provide?	Who will provide the enhancement?

Goal 2: Increase school completion of Aboriginal students

What enhancement will you provide?	Who will provide the enhancement?

Goal 3: Increase cultural pride in Aboriginal students

What enhancement will you provide?	Who will provide the enhancement?

Goal 4: Increase sense of belonging of Aboriginal students in school

What enhancement will you provide?	Who will provide the enhancement?

Tell us how your school plan includes the above goals:

Funding allocation

- Tell us how you will be allocating Aboriginal funds in your school
- Tell us when you plan on making each expenditure

Number of Aboriginal students _____

FTE. = _____ X \$650/student \$ _____

Amount carried over from previous year (up to \$2000) \$ _____

**On Reserve Allocation @ \$11500 \$ _____

Total Allocation to school \$ _____

Expenditure Plan

Staffing:

Teacher	FTE. _____	\$ _____
Teaching Assistant	FTE. _____	\$ _____
Youth Care Worker	FTE. _____	\$ _____

If this is a new position, when do you intend for this staff person to begin work?

How will this person provide Aboriginal enhancement?

****Applies only to schools with First Nations reserves in their catchment area**

Resources :

Print resources

\$ _____

Resources you will purchase	Timeline for purchase

Non print resources

\$ _____

Resources you will purchase	Timeline for expenditure

Cultural presentations

\$ _____

Presentations you will book	Timeline for expenditure

Student resources (ie. Supplies for student consumption) \$ _____

Resources you will purchase	Timeline for expenditure

Field Trips \$ _____

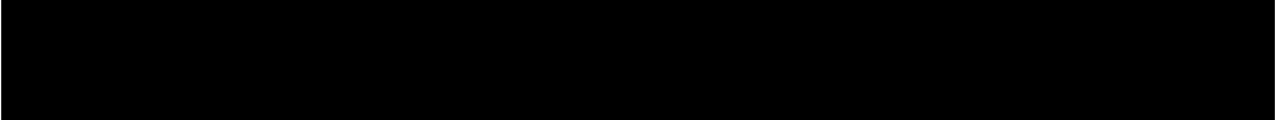
Field Trips you plan on booking	Timeline for expenditure

Other \$ _____

Resource to be purchased	Timeline for expenditure

Total funds allocated \$ _____

Principal Signature: _____



When implementing your supplementary Aboriginal service you should be collecting the following documentation:

- Signed Consultation Form
- Verification form indicating students have been self identified
- Service Log
 - The Ministry expects that every Aboriginal student has had a substantive meeting with the Aboriginal contact in the school at least 10 times per year throughout the year
 - This service should be recorded in writing or on an online database (contact Perry Smith for details)

Appendix A

Forms and Checklists



School District #34 (Abbotsford)

Mamele'awt
 Aboriginal Education Centre
 3277 Gladwin Road
 Abbotsford BC V2T4Y9

Phone: (604) 859-1224
 Fax: (604) 850-5898



Aboriginal Education Student Identification Form

School:	
Student Name:	
Birth Date:	
Parent/Guardian Name:	
Ancestry:	
Phone:	
Address:	
Grade:	
Teacher(s):	

Circle YES or NO for each:

Consultation Form returned with signature	YES	NO
Has been contacted family by phone	YES	NO
Has visited the home	YES	NO
A copy of the signed consultation is in the G4	YES	NO

Describe the supplementary services you are providing for this student...
--

Use the following checklist to track individual student documentation...

Student:	
-----------------	--

Student registration / Demographic form	
Student timetable (Middle school and Secondary school)	
Monthly attendance record (obtain from secretary)	
Copy of all school based team meetings	
Signed letter of consultation from parent / guardian	
Documentation of communications with family (i.e. phone, memo, letter)	
Cultural service record (i.e. types of service, dates, etc.)	
Academic service record (i.e. types of service, dates, etc.)	
School Based Aboriginal contact schedule/timetable (i.e. times that staff would be in contact with student)	

Appendix B
District Services



The following district based services are available to the Aboriginal students in your school

Mentoring Support Services

Mentoring support services are available to Aboriginal students that have been identified through the school based team process as benefiting from a positive Aboriginal role model.

Once an Aboriginal student has been referred to the School-Based Team, the team may submit a referral to Bridgette Clarke for mentoring support services.

The referral form is the district's School Based Team referral form. Check in the box that states, "Aboriginal Support Services".

All mentoring referrals will be screened based on greatest need as determined by the Aboriginal Education Centre.

The Aboriginal Contact at your school will be contacted if the student is eligible for receiving mentoring support.

If you have any questions regarding this process, please contact Peggy Janicki at the Aboriginal Education Centre.

(604) 859-1224

Cultural Presentations

All cultural presentations offered by the Aboriginal Education Centre can be found in the **Cultural Presentations Handbook** found online at:

First Class – School District Staff – District Documents
– Aboriginal Education.

Or: www.aboriginalcentre.com

**All cultural presentations are booked through
Bridgette Clarke at the Aboriginal Education Centre.**

If you have any questions regarding cultural presentations, please feel free to contact **Bridgette Clarke** at the Aboriginal Education Centre.

(604) 859-1224

Early Literacy Support

Early Literacy support provided by the Aboriginal Education Centre is targeted at:

- **Aboriginal students in Grades 1, 2 & 3**
- **Students that are not designated as special needs**
- **Students that are at risk in the area of reading**

Referral forms will be sent to all elementary schools approximately two weeks prior to the session starting. Meeting times are intended to be ½ hour in length, five times a week for the duration of the session.

If you have any questions regarding this service, please feel free to contact Rebecca Wyse.

(604) 859-1224

Appendix C

Community Service Providers

Xyolhemeylh Prevention Team

Aboriginal Family Services

Xyolhemeylh Child and Family Services provide services to Aboriginal families in the Sto:lo territory. All Aboriginal children are included in this mandate regardless of ancestry.

To have a member of this team work with an Aboriginal family, submit a referral form to their offices.

Once referrals have been collected the service will do everything it can to provide support to the family.

For more information please call (604) 755-1200.

MCFD Aboriginal Mental Health Services

MCFD has entered into a partnership with the School District to provide Aboriginal mental health services to our Aboriginal students. This service is housed at the Aboriginal Education Centre.

If you have students that would benefit from service or have questions and concerns regarding a student, contact the mental health team at:

(604) 614-0878

Appendix D

Enhancement Agreement

School District #34 (Abbotsford)



Aboriginal Enhancement

Agreement

2007 - 2012

School District #34 (Abbotsford)

Aboriginal Education Enhancement Agreement

Framework

Preamble

The Aboriginal Advisory Committee includes representatives from School District #34 (Abbotsford) including teachers, support staff, administrators, board of school trustees, senior management, Sumas First Nation, Matsqui First Nation, Sto:lo Nation, Metis association, Xyolhemeylh, and parent representation. We respect and honour the relationship that exists with both the First Nations in whose traditional territories we reside and our collective responsibility to promote the success of all Aboriginal students attending School District #34 (Abbotsford). We engaged the Aboriginal communities in meetings, information sessions, surveys, and dinners. We are continually mindful of including all of the parties that make up our Aboriginal communities. We went through an extensive process to identify the goals, rationale, indicators, and targets that will be the framework for our enhancement agreement. This process was inclusive of teachers, administrators, parents, students, community members, community agencies, Aboriginal associations, and First Nations. It is our intent and commitment to include all parties in the development and the implementation of this agreement. We are dedicated to continuing communication of the enhancement agreement with our Aboriginal communities.

Purpose

The purpose of this agreement is to enhance the education of Aboriginal learners. Secondly, this agreement is meant to ensure the reliable collection of data that measures student achievement in the selected areas. This agreement is a commitment between our Aboriginal communities, the Abbotsford School District, and the Ministry of Education. The agreement will be the focus of our Aboriginal support services for the next five years. The strategies and structures that we put into practice will be as a result of the direction of this agreement.

Principles

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

Tracked over time
Tracked with integrity
Effectively used to implement intervention

We are committed to the improvement of Aboriginal student achievement. It is recognized that the success of Aboriginal students is holistic. The Advisory Committee is committed to the development of the student as a whole (which includes academics, culture and language, and sense of belonging).

The Advisory Committee recognizes the importance of Aboriginal staff in the District and acknowledges the need for positive role models in the lives of our Aboriginal students. The Advisory Committee is committed to the continued support of increasing Aboriginal staff in the District.

Process

The process in which this agreement has been developed has been implemented purposefully and over time. We have been diligent to ensure that all stakeholders have been consulted in the development of this agreement. In order to gain a common perspective on the wants and needs of our Aboriginal families a survey was implemented to gather information from parents as to what is most important to their children's education. School Administrators, Teachers, Support Staff, and Students were then targeted in order to gather information on what is working and what is not working in schools in the area of Aboriginal Education.

Once an internal cross section of our District was completed, attention was focused on our Aboriginal Communities in the Abbotsford area. Meetings with both Sumas First Nation and Matsqui First Nation were held to discuss the enhancement agreement process. Family gatherings were held to invite families from our urban Aboriginal population to join us and discuss what the enhancement agreement process means to our Aboriginal students.

After the initial information gathering sessions were completed we took time to look at what the most salient points of the agreement are. At a two day planning session on the Sumas First Nation, representatives of our District's stakeholders including: students, parents, community contacts, members of Sumas First Nation, members of Matsqui First Nation, Sto:lo Nation representatives, teachers, support staff, administrators, senior management, and trustees gathered to plan out the framework of our enhancement agreement. After processing the suggestions of the members we were able to identify four major areas of focus for our agreement. It was then emphasized that all of the suggestions of the group are valuable and that they would be kept for the purpose of future discussion during the implementation stage of our Enhancement Agreement process.

From this stage we took the time to again inform all parties about the work that had been done to that point.

Goals

We have identified four major goals in its Enhancement Agreement. The process for choosing these goals was implemented over time to ensure that the Aboriginal communities were consulted. A process of consultation was used in identifying the goal areas that the Abbotsford School District will focus on for the duration of this agreement.

Indicators and Targets

The process of identifying the indicators and targets that will drive the implementation of our enhancement agreement was thought provoking. At Aboriginal Advisory Committee meetings and at two stakeholder meetings we discussed what in fact the indicators of success are for each of the four goal areas. Meaningful discussion took place to identify the indicators. Once the process of identifying indicators was complete we looked back to our data to identify what we will track over time and what data is meaningful in the implementation of our agreement. In many cases we found that we already have the data we need to track the identified indicators. In some cases however we found that we would need to begin tracking new data, develop new measures, and ensure that data we already collect is reliable. Much of the data that we will track is provided to us by the Ministry of Education Aboriginal Branch. What is not provided in the Ministry report will be collected and measured by our own District.

Goal 1.

Increase the number of Aboriginal students meeting expectations in reading

Rationale:

All parties recognize the importance of fluency and comprehension in reading. In building competency in reading we believe that our Aboriginal students will experience success in all areas of their education. District and Provincial data will be used to track the success of our Aboriginal students in the area of reading

Indicators:

The number of students that are ready for kindergarten using the District kindergarten assessment

The number of Aboriginal students meeting expectations in reading in grade 1, 2, and 3 based on district reading assessments

The number of students meeting expectations on the reading FSA in Grades 4 and 7

The number of students completing English 11, and 12

Targets:

The number of students ready for kindergarten

(we will be collecting baseline data in 2006/07)

The number of students meeting expectations in reading in grade 1, 2, and 3

FSA Data (% of students meeting or exceeding expectations)

Students participating and completing English 11 and 12 (District and Provincial Data)

English 11

(We will be gathering baseline data in 2007/2008)

English 12

Goal 2

Increase school completion of Aboriginal students

Rationale:

All parties have identified a need for more of our Aboriginal students to successfully complete school. We recognize the importance of students receiving either a Dogwood certificate or a School Leaving certificate. We also recognize that the improvement of school completion is a multi level commitment. It is important that this goal be a focus at the elementary, middle and secondary levels. In order to embed strategies and structures at all levels, school completion will be tracked throughout the grades. This will be done in an effort to include early intervention as a key indicator of student success.

The District tracks the following sources of data when considering school completion: 6 year dogwood completion rate , raw number of grade 12 graduates, grade to grade transitions, primary and intermediate literacy data, provincial exam scores, FSA results, course completion rates, and letter grade marks. All of these data sources have been used in the development of indicators, strategies, and structures.

Indicators

6 year dogwood completion rate

The number of Aboriginal students that receive a Dogwood certificate

The number of students that receive a school leaving certificate

Secondary transition rates

Targets:

of students that receive a school leaving certificate

(We will be gathering baseline data in 2006/07)

% of students transitioning from grade to grade

Goal 3

Increase cultural pride in Aboriginal students

Rationale:

All parties recognize how important the implementation of culture is in our schools. The Advisory also honours the necessity of traditional language as an integral aspect of culture. At the district level we are able to track how many cultural presentations are given in schools by grade, level, and school. The District will implement a student survey to identify the level of cultural pride in Aboriginal students. In the first year of the implementation of this agreement a survey will be developed and implemented to gather baseline data. This data will be the foundation for further data collection and the development of targets.

In order to meet this goal a commitment will be made to increase the number of cultural presentations given in each school and to track the the number of students involved in cultural presentations

Indicators:

the number of students in attendance at family gatherings

the number of positive indications of cultural pride on a student survey

Targets:

of students that attend family gatherings

(We will be gathering baseline data in 2006/07)

of positive indications of cultural pride on a student survey

(We will be collecting baseline data in 2006/07)

In addition to these indicators we will also track and set targets for the # of cultural presentations in schools

Goal 4

Increase sense of belonging of Aboriginal students in school

Rationale:

All parties acknowledge how important a sense of belonging is for Aboriginal student achievement. By building a greater sense of belonging in students We believe that our Aboriginal students will achieve at a higher level in other key areas. The District will use both the satisfaction survey and the District's student survey to gather data on belonging. Student attendance and involvement in extra curricular activities will also be used as indicators of success for this goal.

Indicators:

Increase the number of Aboriginal students that indicate they feel safe at school on the provincial satisfaction survey

Increase the number of students that indicate that they feel like they belong in school on the student survey

Student attendance

Increase the number of students that participate in extra curricular activities

Targets:

of students that indicate they feel safe at school on the provincial satisfaction survey
(we will be collecting base line data in 2006/07)

of students that indicate they feel like they belong on the District Aboriginal survey
(we will be collecting base line data in 2006/07)

student attendance

(we will be collecting base line data in 2006/07)

Implementation

All parties will be involved in the development of strategies that will be used in the implementation of our Enhancement Agreement. We believe that it is important to be inclusive of all of our Aboriginal communities in the implementation of this agreement and will be calling on all parties to participate in the development of strategies. It is expected that this agreement will be a catalyst for growth in our District and will continue to enhance the education of our Aboriginal students. We look forward to the opportunity to frame what we do around the goals in this agreement in supporting our Aboriginal students.

The strategies that we will be implementing will be included in a separate appendix to follow this agreement. The strategies will be targeted at all levels and will be intended to include Aboriginal students at all skill levels.