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**AEEA Notes**  
**Monday, February 26, 2007**  
**Alexis Park Elementary**

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**“Together For the Children”**

Next Meeting: March date - TBA  
Place: Kidston Elementary (12101 Linden Drive, Coldstream)

Attendees:

- |                                                   |                                                                  |                                                          |                                                     |
|---------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------|
| <input checked="" type="checkbox"/> Parents       | <input checked="" type="checkbox"/> Aboriginal Community Members | <input checked="" type="checkbox"/> Aboriginal Advocates | <input checked="" type="checkbox"/> Aboriginal CEAs |
| <input checked="" type="checkbox"/> SD22 Teachers | <input checked="" type="checkbox"/> SD22 Admin                   | <input checked="" type="checkbox"/> SD22 Trustees        |                                                     |
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Okanagan phrase for Together for the Children: TBA  
Ojibwe phrase: Kuhkenuh Ahbenoojenyug Oonje  
Spanish phrase: Juntos Por Los Hijos

The group was asked to submit other language phrases for “together for the children”.

We reviewed 5 existing AEEAs and below are notes from each group’s discussion.

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| <b>1. Presentation and Layout</b> |
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- Layout not enticing/inviting
- No/little white space
- Very little/no contrast
- No symbols/pictures
- Delivers straight data – numbers only in tables
- Would have been helpful to have goal targets included in the table
- Text based – very linear
- Tables are challenging in showing change in an effective manner
- Does goal 1 through goal 7 reflect a rank order of importance?
  
- Reader friendly
- A lot of white space making it easier to read
- Would like to see more pictures and *label them* ... some pictures missing explanation
- Nice use of Medicine Wheel...would be nice to use consistently through the document i.e. putting goals in Medicine Wheel
- Liked the page: “Voices of Aboriginal Students”
- Also liked the commitment statements at the end of document
  
- Clean, clear, concise
- Brief

- Layout has headings & bullets
- Looks more like a “plan” (outline) – the work gets carried on outside the plan.
- Core document should be concise and jump out – details as appendix
- Like – as working document – fill in sections
- Like to have Medicine Wheel motif (circular)
- Like to have more graphic content
- Not so dry
- Watermarks good
- Layout with bold headings, various sizes to make impact
- Take into account that not all copies are in colour. Don’t rely totally on colour for impact
- Acknowledge the “territory preamble” as bold and first in the document

#### What is the document’s purpose?

- Was well stated – all partners working together
- Stated student success – academic achievement, services delivered, honor & support history, culture & language, respect & affirm diversity, collective planning cycle, increase capacity for decision making
- Suggest that students be included as partners and that purpose and bullets reflect *kids* language to some degree
- Purpose was clearly stated
- Purpose & goals need to be interspersed for readability and understandability
- Intent – to hold stakeholders accountable to and responsible for supporting Aboriginal student achievement
- Goals: physical, intellectual, spiritual, emotional
- Guiding Principals pg 3
- Build commitment and support
- Focus resources
- Build unity
- Provides something to refer back to maintain focus
- The document talks about “to respect and affirm” the diverse histories and culture
- Yet, there is very little that specifically addresses aboriginal culture & language & history.
- Very little “how to” increase the respect of the culture (even tho’ preamble talks about it!!)
- However, this plan allows for each school to address their needs in individual ways.
- Improve and highlight vision statement (lose the clause in the vision statement)
- Acknowledge territory; acknowledge partner groups

- Make sure Metis & non-reserve & urban
- Like the idea of a vision statement
- Should the district vision statement be part of this document?
- Like the “Guiding Principles” section
- Avoid jargon – “holistic view” may not be clear
- Some like the table format

How will they achieve their purpose?

What makes this a successful document for this community?

- What does “tracked with Integrity” mean?
- Goals reflect improvement and are all tied to academic achievement and is based on limited data resources
- Goal statements reflect measurement but provide few strategies for implementation or to provide direction
- Culture & language & sense of belonging do not seem to be addressed
  
- Will develop targets and baseline data where not available
- Have performance indicators and have set targets
- Lacking strategies and direction
- Strategies should be placed in Medicine Wheel to reflect goals
- Good commitment statements but need strategies to support them
  
- Pg 2 – they’ve set performance goals for academics – easier to measure these
- It seems that #4 allows each school to set their action plan for each performance
- ? – is there another document that supports this document with strategies and more suggestions that each school will do? (i.e. – here are some ways you could achieve this?)
- \*already have some baseline data established a few years ago for literacy
  
- Too much emphasis on FSA
- Like looking at parent participation (PAC, PT interviews, volunteers) as an indicator
  
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How will they address: Language, Academic Achievement, Sense of Belonging, Cultural Event and Activities?

Language

- No reference made
  
- They’ve addressed what they are going to work on, but not how

- Address areas in terms of Medicine Wheel
- Seem to be still gathering information in order to be more specific on strategies
- Language – refer to resources, role models
  
- This is mentioned in the preamble. But...the challenge may have been coming to a consensus on “what language” focus should be. So... no provisions in this document to address language, cultural events/activities or sense of belonging.
- However, they do address Alcohol Related Neurological Disorders as a focus. Is this a community voice?
  
- None given

### Academic Achievement

- Academic only based on Provincial assessments
  
- No reference made
  
- Little
- None
- Dogwood
- Provincial exams
- How do they measure it?
- We haven't got our definition of this yet.
  
- Important but keep data in the appendix
- Data is not necessary in the core of the enhancement agreement
  
- None given

### Sense of Belonging

- No reference made
  
- No reference made
  
- None mentioned
- Be Mindful – 2 aspects – being able to notice and place aboriginal kids within our district/schools; also being able to understand that we all belong together in a larger community (school, city, district)
  
- Give strategies/guidelines on how to create a sense of belonging

None given

### Cultural Activities and Events

- No reference made
- Grant school credit for participation in Aboriginal cultural activities
- None mentioned
- None given

### Closing comments on this unique document

- Should not be the model we use
- This document reflects term/year end assessment. That is too late as the kids being assessed are now gone. There needs to be periodic assessments to guide the services and interventions.
- This document is set up nicely. It's quite clear. Would be helpful to include strategies to achieve and support the goals.
- Really good start
- Easy to read
- Precise
- Not be overwhelmed by this document
- It's a good outline that schools could fit in to!
- We don't want something too prescriptive
- None given
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