

# Paddles Up! We've charted a course to West Vernon and beyond!

December 13, 2006  
AEEA Meeting Schubert Centre

## Charles Bloom Family of School Responses

Representing 127 Aboriginal students

**School Members in Attendance:** Unrepresented (Charles Bloom)  
Maggy Badgero (Cherryville)  
Brian Revel (JW Inglis)

1. At this moment in time, what do you collectively know about an Aboriginal Education Enhancement Agreement?

- In progress
- Including the whole district in process
- The Agreement involves School District and surrounding Aboriginal people
- The process is difficult, important

2. Does everyone connected to your school know what you know? If not, how will you communicate this? Do they know that SD#22 is entering into an AEEA? Do they know why?

- No
- We will share the information as reps on the committee through meetings (staff, PAC) & newsletters.
- Parents don't know about agreement
- Most staff know about Agreement (in progress)

3. Your schools (along with the aboriginal communities) are to be part of creating, writing, implementing, and supporting SD#22's AEEA this year and years to come. How will you involve those you've named to be part of its creation, communication, and continued existence? Plot your ideas/proposed process to accomplish this historic venture (e.g. 1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup>, break-out group ideas, meetings, etc.):

- Info in newsletter
- Invite Sandra to speak with our parents

4. What is a proposed timeline for completion?

- Inform staff by June 2007
- Agreement – December 2007

5. Define Aboriginal Success for SD#22

- When there is no need to separate First Nations data from the whole
- When the students and families feel successful
- When all parents and communities are involved in the distribution and use of resources

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6. How will your school know you have achieved or witnessed success for aboriginal students?

- When all students (Aboriginal and non-Aboriginal) take pride and participate in the First Nations activities
- When the academic achievement for FN students equals or exceeds that of the non-FN students