

**ABORIGINAL ENHANCEMENT SCHOOLS NETWORK
2011-2012**

**DR. D.A. PERLEY ELEMENTARY
#51 Boundary**

Leadership Team

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School Context/Community Involvement

Dr. D.A. Perley is a K-7 school in Boundary School District #51. There are 285 students enrolled and we have a teaching and support staff of approximately 27. We are a rural school surrounded by beautiful scenic mountains and fields. We do not have a band or reserve but 24% of our students claim Aboriginal heritage. Our district includes schools from Big White to Christina Lake, approximately 250 km. Grand Forks enjoys a supportive parent and community base that works together with our schools to ensure the best possible learning environment for our students.

School Inquiry and Action

School Question

Will the active participation of parents engaged in reading with their children during the after school tutoring program improve Aboriginal student performance as determined by the fall/spring S.M.A.R.T. reading assessment?

Focus of Inquiry

We chose this question based on the evolution of the tutoring program over 4 years. Our focus was to allow one to one practice time for students that needed more than they received in their daily schedule. Each year changes have been introduced to help students get more from their tutoring time such as healthy snacks, fruits/vegies/crackers and brain gym/balance boards, tutors attended a 4 day workshop. We recognize that increasing the amount of time a child reads with a parent or family member is a huge help in increasing their literacy capabilities. The question this year helped us to increase the time parents are reading with children in a positive and helpful manner.

Links with District Enhancement Agreement

This directly links to our Enhancement Agreement goal of: Ensuring that all students of Aboriginal ancestry achieve social and academic success.

Strategies

This program initially began in an attempt to help students to maintain the academic success they had achieved during a school year and transfer it to the next school year. Through teacher recommendations it became evident that some students needed to work on academic skills in the summer as well as after school. The program was extended from summers to after school and Education Assistants were employed to work with students and some received additional training for programs such as Brain Gym.

This year the school team met with sister school doing a similar question and discussed what the next step should be in helping our students achieve academic success. Collaboratively staff members agreed that a routine with clear verbal instructions for each session, the participation of parents to celebrate in their child's learning and allowing students to teach their parents would deepen the learning and lead to greater success.

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School Findings

	NY	A	M	E
Fall 2009	3	5	0	0
Spring 2010	1	2	4	0
Fall 2010	4	1	0	0
Spring 2011	0	2	2	0

We have been very encouraged by the 100% parent involvement in the Tutoring Club celebrations this year. Increased amount of parent involvement will increase the amount of time that our students spend reading at home.

AESN Plans for 2011-2012

Our plan for the school year of 2012-2013 will be to invite parents into the tutoring group on a weekly basis. Parents will be invited to sign up to a weekly commitment and participate with the tutoring group by bringing in a snack and reading with students while they are there. Parents will also be encouraged to participate in all activities while they are volunteering.

Reflections, Advice

We have observed that the inclusion of parents on a regular basis strengthens the student's focus and participation in their own learning. We have also observed that parents are happy to participate when they observe the pride and self-worth that their children have gained in the tutoring program.

We had 100% participation by parents, grandparents and siblings for our celebrations. Students took great pride in demonstrating to their families how much they had learned. When a stress-free environment is promoted both families and students are encouraged to expand their learning.

Many parents are now asking questions that further their own learning with regards to the techniques and skills that the tutors are using. We feel confident that this stress free skill building environment will increase the amount of time parents are working with their children at home to improve their literacy.