



**First Nations, Metis
and Inuit Education
Enhancement
Agreement**

**School District 69
(Qualicum)**

2009-2014

PREAMBLE

It is acknowledged that School District 69 (Qualicum) exists within the shared traditional territory of the Nanoose and Qualicum First Nations.

School District 69 (Qualicum) welcomes and supports all First Nations, Metis and Inuit families and students.

This Education Enhancement Agreement between the First Nations, Metis and Inuit people of the Parksville-Qualicum region of Central Vancouver Island and School District 69 (Qualicum) respects the right of all First Nations, Metis and Inuit students to receive a quality education in the public school system and a meaningful graduation that provides a foundation for students to become successful, contributing members of community and society.

An important purpose of this agreement is to ensure that the following groups communicate and account to each other on the success of First Nations, Metis and Inuit students.

GUIDING PRINCIPLES

We believe it is important to:

- Honour and acknowledge the traditional teachings of Elders and the wisdom and guidance which is to be found in First Nations, Metis and Inuit culture.
- Promote a learning environment where First Nations, Metis and Inuit students feel confident and proud of their ancestry and where all students are aware, knowledgeable and respectful of First Nations, Metis and Inuit culture.
- Acknowledge that at this time, the school success of First Nations, Metis and Inuit students may require enhancement in the form of the provision of additional resources and educational opportunities.
- Develop shared responsibility and mutual respect through ongoing dialogue and strong relationships that recognize the cultural differences and diverse needs of First Nations, Metis and Inuit students.

BACKGROUND TO THIS EDUCATION ENHANCEMENT AGREEMENT

School District 69 (Qualicum) was among the first group of school districts in British Columbia to develop and work through a First Nations, Metis and Inuit Education Enhancement Agreement having started in the 2003-2004 school year. We believe that we have made significant progress toward the achievement of the goals and objectives first set in 2003 and monitored through 2008.

A public forum was held on October 29, 2008 to review our progress toward achievement of our Education Enhancement Agreement Goals and to discuss new directions for the next five-year Education Enhancement Agreement. This forum was enthusiastically attended by some 70 persons including First Nations, Metis and Inuit parents, students, educators and school district personnel.

Meetings of the First Nations, Metis and Inuit Education Advisory Committee with representatives of First Nations, Metis and Inuit community groups and

from First Nations, Metis and Inuit district and school staff were held on January 21, February 5, and February 18, 2009.

This committee reviewed and further developed the work begun by the Public Forum. The First Nations, Metis and Inuit Education Advisory Committee is made up of:

- a member from the Qualicum First Nation
- a member from the Nanoose First Nation
- three elected First Nations, Metis and Inuit parents (Off Reserve)
- a member from the Mount Arrowsmith Teachers Association (MATA)
- a member from the Qualicum District Principals and Vice-principals Association (QDPVPA)
- a School District 69 (Qualicum) Trustee

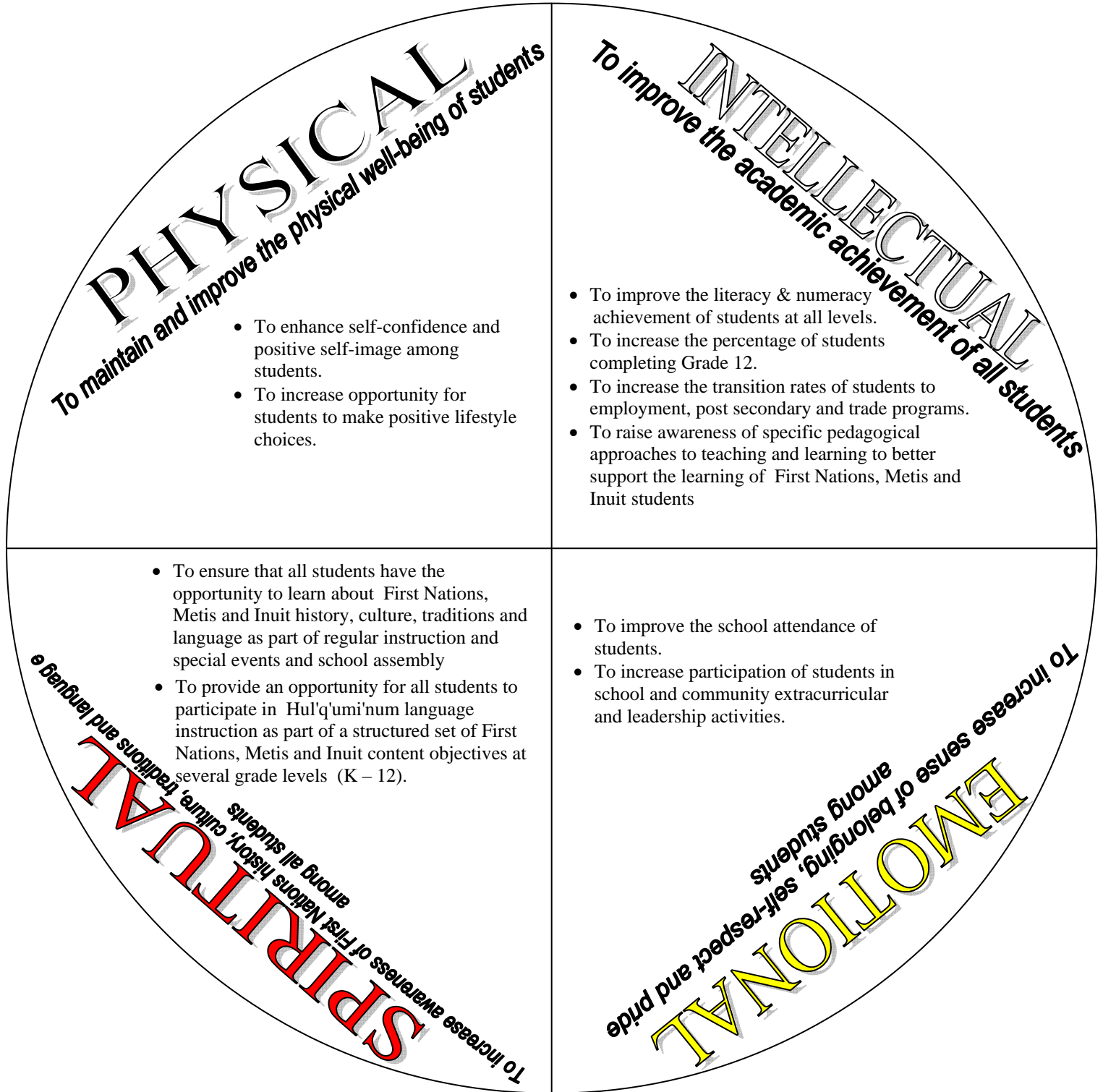


The following frame of reference for this (new) First Nations, Metis and Inuit Education Enhancement Agreement (2009-2014) was established through these collaborative processes.

It was concluded that:

1. The new First Nations, Metis and Inuit Education Enhancement Agreement ought not to abandon the goals and objectives of the 2003-2008 Education Enhancement Agreement which we had worked so hard to attain and monitor and about which we had learned so much. The past goals should be kept in the new agreement but emphasized somewhat less - we should continue to monitor progress with these goals but shift our attention toward a few new objectives.
2. The new First Nations, Metis and Inuit Education Enhancement Agreement ought to follow the "First Nations, Metis and Inuit Circle Approach" which had been developed by School District 23 (Central Okanagan) in 2006 and which gives equal status to Intellectual, Emotional, Spiritual and Physical Goal Areas.
3. As a consequence of adopting the "Circle Approach" it was necessary to acknowledge that 2003-2008 First Nations, Metis and Inuit Education Enhancement Agreement was heavily weighted toward "Intellectual goals" and that therefore the new direction should be to maintain those goal areas but to much more actively and thoughtfully pursue and monitor progress toward objectives in the Emotional, Spiritual and Physical domains.

students = First Nation, Metis and Inuit



SUMMARY OF GOALS AND OBJECTIVES

INTELLECTUAL QUADRANT

Goal:

To improve the academic achievement of all First Nations, Metis and Inuit students.

Objectives

1. To improve the literacy achievement of First Nations, Metis and Inuit students at all levels.
2. To improve the numeracy achievement of First Nations, Metis and Inuit students at all levels.
3. To increase the percentage of First Nations, Metis and Inuit students completing Grade 12.
4. To increase the transition rates of First Nations, Metis and Inuit students to employment, post secondary and trade programs.
5. To raise awareness of specific pedagogical approaches to teaching and learning to better support the learning of First Nations, Metis and Inuit students.

EMOTIONAL QUADRANT

Goal:

To increase sense of belonging, self-respect and pride among First Nations, Metis and Inuit students.

Objectives

6. To improve the school attendance of First Nations, Metis and Inuit students.
7. To increase participation of First Nations, Metis and Inuit students in school and community extra-curricular and leadership activities.

SPIRITUAL QUADRANT

Goal:

To increase the awareness of First Nations, Metis and Inuit history, culture, traditions and language among all students.

Objectives

8. To ensure that all students have the opportunity to learn about First Nations, Metis and Inuit history, culture, traditions and language as part of regular instruction and of special events and school assembly programming in every school.
9. To provide an opportunity for all students to participate in Hul'q'umi'num language instruction as part of a structured set of First Nations, Metis and Inuit content objectives at several grade levels (K-12).

PHYSICAL QUADRANT

Goal:

To maintain and improve the physical well-being of First Nations, Metis and Inuit students.

Objectives

10. To enhance self-confidence and positive self-image among First Nations, Metis and Inuit students.
11. To increase the opportunity for students to make positive life style choices.

INDICATORS OF SUCCESS & TARGETS

INTELLECTUAL QUADRANT

Goal:

To improve the academic achievement of all First Nations, Metis and Inuit students.

Objectives

- 1. To improve the literacy achievement of First Nations, Metis and Inuit students at all levels.**

Rationale

School District 69 and First Nations, Metis and Inuit communities recognize the importance of literacy achievement for students.

Performance Target 1.1

To maintain the 100% completion rate for First Nations, Metis and Inuit students in English 6 which was achieved in the 2006-2007 school years and to increase annually the number of First Nations, Metis and Inuit students successfully completing English 9 in Grade 9.

see appendix 1.1 and 1.2

Performance Target 1.2

To improve the success rate of First Nations, Metis and Inuit students in English 12 and Communications 12 by 2% annually.

see appendix 1.3

Performance Target 1.3

On Foundation Skills Assessment testing data for Grades 4 and 7, to show improvement in the percentage of First Nations, Metis and Inuit students who meet or exceed expectations in Reading and Writing.

see appendix 1.4

Note

Re the use of the Foundation Skills Assessment (FSA) data to monitor student performance: The First Nations, Metis and Inuit Advisory Committee has acknowledged that the FSA has become a source of contention with many teachers in School District 69 (Qualicum) and has resolved to participate in efforts to find alternative methods of monitoring student performance over time in order to ensure that meaningful performance targets are met in English and Mathematics i.e. DART.

- 2. To improve the numeracy achievement of First Nations, Metis and Inuit students at all levels.**

Rationale

School District 69 and First Nations, Metis and Inuit communities recognize the importance of numeracy achievement for students.

Performance Target 2.1

To maintain the 100% completion rate for First Nations, Metis and Inuit students in Math 6 which was achieved in the 2006-2007 school years and to increase annually the number of First Nations, Metis and Inuit students successfully completing Math 9 in Grade 9.

see appendix 1.5 and 1.6

Performance Target 2.2

To improve the success rate of First Nations, Metis and Inuit students in Math 11 by 2% annually.

see appendix 1.7

Performance Target 2.3

On Foundation Skills Assessment testing data for Grades 4 and 7, to show improvement in the percentage of First Nations, Metis and Inuit students who meet or exceed expectations in Math.

see appendix 1.8

- 3. To increase the percentage of First Nations, Metis and Inuit students completing Grade 12.**

Rationale

School District 69 and the First Nations, Metis and Inuit communities recognize the importance of a Dogwood Graduation Certificate for post secondary education pursuits. A School Leaving Certificate will provide students with opportunities for further education in trades programs.

Performance Target 3.1

To increase by 2% annually the percentage of First Nations, Metis and Inuit students achieving either a Dogwood or School Leaving Certificate.

see appendix 1.9

- 4. To increase the transition rates of First Nations, Metis and Inuit students to employment, post secondary and trade programs.**

Rationale

School District 69 and the First Nations, Metis and Inuit communities recognize the importance of the opportunity for further education opportunities in post-secondary and trades programs.

Performance Target 4.1

To establish baseline of student transitions after graduation. A measurement tool will be created to monitor student transition in 2009-2010.

see appendix 1.10

- 5. To raise awareness of specific pedagogical approaches to teaching and learning to better support the learning of First Nations, Metis and Inuit students.**

Rationale

School District 69 and the First Nations, Metis and Inuit Communities recognize the need to raise awareness of specific pedagogical approaches to the teaching and learning of First Nations, Metis and Inuit students.

Performance Target 5.1

To increase annually the level of awareness as measured on an annual survey of the attitudes and self-expressed awareness of First Nations, Metis and Inuit education issues by school level and district educators.

EMOTIONAL QUADRANT

Goal

To increase sense of belonging, self-respect and pride among First Nations, Metis and Inuit students.

Objectives

- 6. To improve the school attendance of First Nations, Metis and Inuit students.**
- 7. To increase participation of First Nations, Metis and Inuit students in school and community extra-curricular and leadership activities.**

Rationale

First Peoples English 12, which employs First Nations, Metis and Inuit literature instead of traditional literature as a vehicle for teaching literary criticism, if selected by more students, would raise awareness among all students and increase the sense of acceptance and belonging felt by First Nations, Metis and Inuit students.

BC First Nations 12 focuses on the cultures and diversity of British Columbia's First Nations, Metis and Inuit people. BC First Nations 12 is designed to provide students an opportunity to acquire knowledge of the traditions, history and present day realities of First Nations, Metis and Inuit people if selected by more students.

Performance Target 6.1

To increase participation annually the district enrollment in First Peoples English 12 and BC First Nations 12.

Rationale

School District 69 and the First Nations, Metis and Inuit communities recognize that regular school attendance is fundamental to the ability of a school system to positively influence the academic, emotional, spiritual and physical dimensions of each student.

Performance Target 7.1

To increase the percentage for attendance of all First Nations, Metis and Inuit students by 2% annually.

see appendix 1.11

Rationale

For many students such activities as extra-curricular sports, clubs, special events, and student council are the centre of their school lives. Such participation often inspires success in other areas, such as academic achievement. A sense of belonging will be encouraged where First Nations, Metis and Inuit students are able to fully participate in all aspects of school life.

Performance Target 8.1

To increase annually the percentages of First Nations, Metis and Inuit students who indicate on an annual survey that they have participated in school and/or community extra-curricular activities.

SPIRITUAL QUADRANT

Goal

To increase awareness of First Nations, Metis and Inuit history, culture, traditions and language among all students.

Objectives

- 8. To ensure that all students have the opportunity to learn about First Nations, Metis and Inuit history, culture, traditions and language as part of regular instruction and of special events and school assembly programming in every school.**

Rationale

First Nations, Metis and Inuit culture and traditions have much to offer all students in our society.

Performance Target 9.1

To maintain, and where possible, increase the number of cultural events offered to schools in School District 69 (Qualicum) as tracked by First Nations, Metis and Inuit staff in each school.

- 9. To provide and opportunity for all students to participate in Hul'q'umi'num language instruction as part of a structured set of First Nations, Metis and Inuit content objectives at several grade levels (K-12).**

Rationale

The Hul'q'umi'num language, which is increasingly accessible as a teachable resource, offers a unique "window" into local First Nations culture which would be of benefit to all students.

Performance Target 10.1

To increase annually the amount of instruction in Hul'q'umi'num language in School District 69 (Qualicum) as reported by classroom teachers and students on annual surveys.

PHYSICAL QUADRANT**Goal**

To maintain and improve the physical well-being of First Nations, Metis and Inuit students.

Objectives

- 10. To enhance self-confidence and positive self-image among First Nations, Metis and Inuit students.**
- 11. To increase the opportunity for students to make positive lifestyle choices.**
- 12. To Increase the quality and quantity of prevention and interventions measures in relation to drug and alcohol abuse involving First Nations, Metis and Inuit students.**

Rationale

Self-confidence and positive self image are necessary for success in school and in life.

Performance Target 11.1

To increase annually the percentage of First Nations, Metis and Inuit students indicating positive self-worth on the student survey of attitudes.

Rationale

Drug and alcohol abuse continue to be major challenges for all young people including First Nations, Metis and Inuit students.

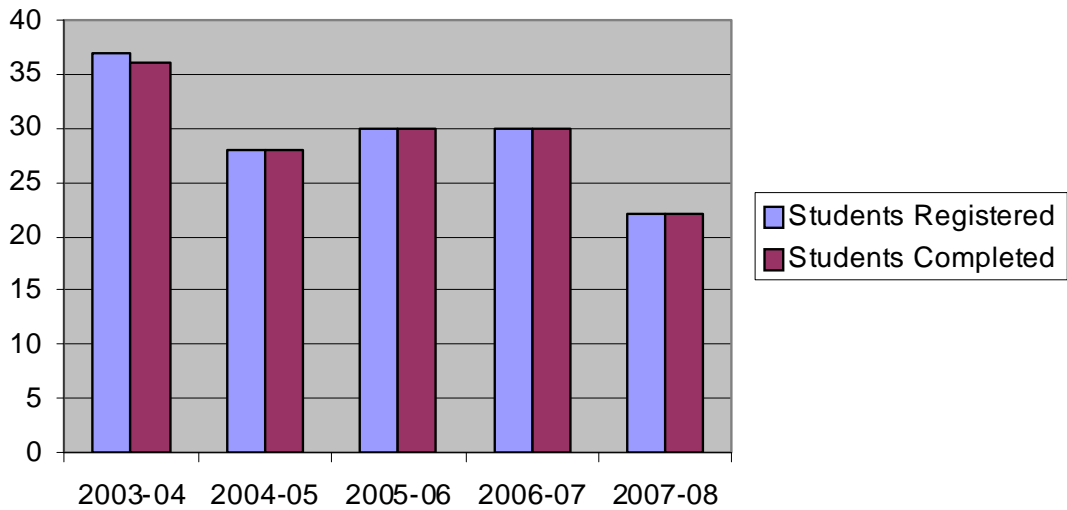
Performance Target 12.1

To increase annually the percentage of First Nations, Metis and Inuit students indicating satisfaction with the level of drug/alcohol preventive and intervention measures available to them.

APPENDIX 1

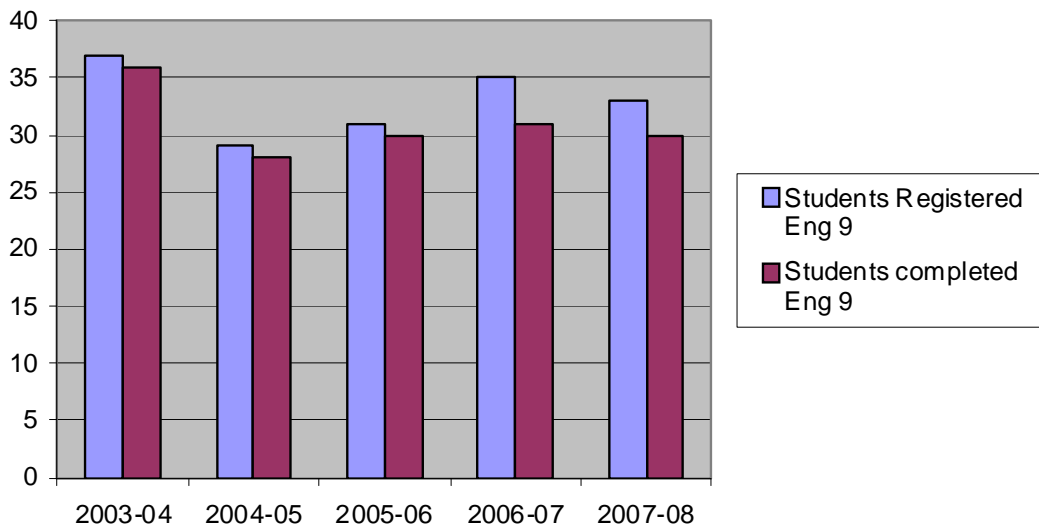
APPENDIX 1.1

Progress to date: English 6



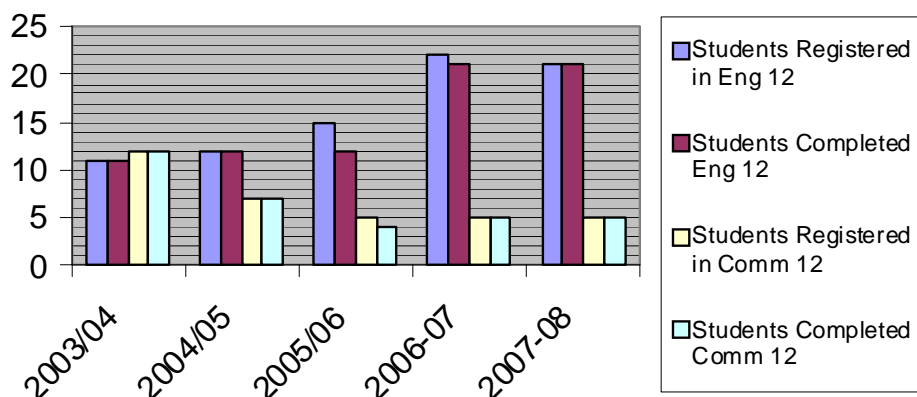
APPENDIX 1.2

Progress to date: English 9



APPENDIX 1.3

Progress to date: Grade 12 English and Communications



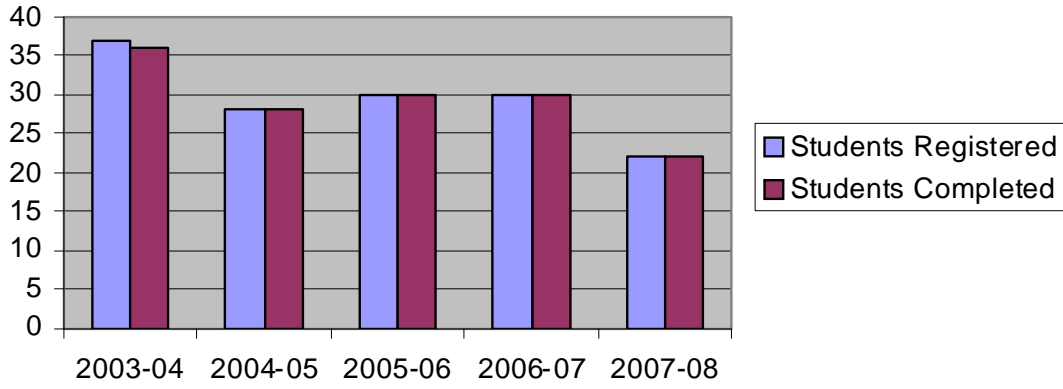
APPENDIX 1.4

Years	Subject & Grade	All Students in School District 69	First Nations, Metis and Inuit Students in School District 69	Provincial First Nations, Metis and Inuit Students
2003/04	Reading Gr 4	81%	78%	61%
	Writing Gr 4	86%	81%	77%
2004/05	Reading Gr 4	84%	79%	61%
	Writing Gr 4	90%	90%	84%
2005/06	Reading Gr 4	78%	83%	63%
	Writing Gr 4	87%	79%	79%
2006/07	Reading Gr 4	77%	70%	59%
	Writing Gr 4	85%	74%	79%
2007/08	Reading Gr 4	65%	50%	57%
	Writing Gr 4	62%	66%	52%

Years	Subject & Grade	All Students in School District 69	First Nations, Metis and Inuit Students in School District 69	Provincial First Nations, Metis and Inuit Students
2003/04	Reading Gr 7	85%	75%	58%
	Writing Gr 7	88%	80%	74%
2004/05	Reading Gr 7	79%	73%	53%
	Writing Gr 7	88%	82%	75%
2005/06	Reading Gr 7	78%	81%	53%
	Writing Gr 7	94%	94%	73%
2006/07	Reading Gr 7	71%	75%	52%
	Writing Gr 7	83%	81%	72%
2007/08	Reading Gr 7	69%	63%	49%
	Writing Gr 7	77%	73%	56%

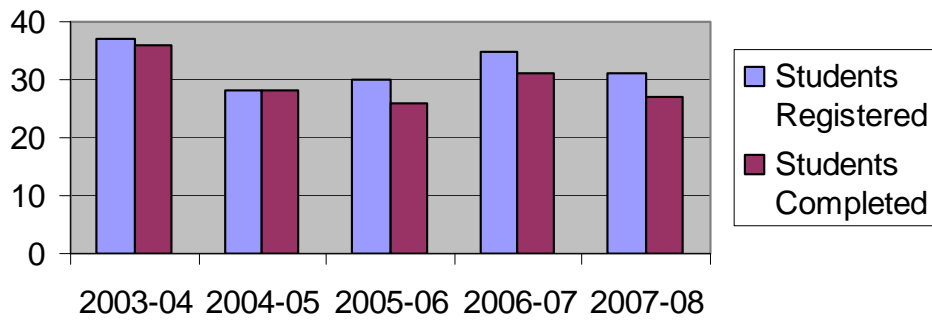
APPENDIX 1.5

Math 6



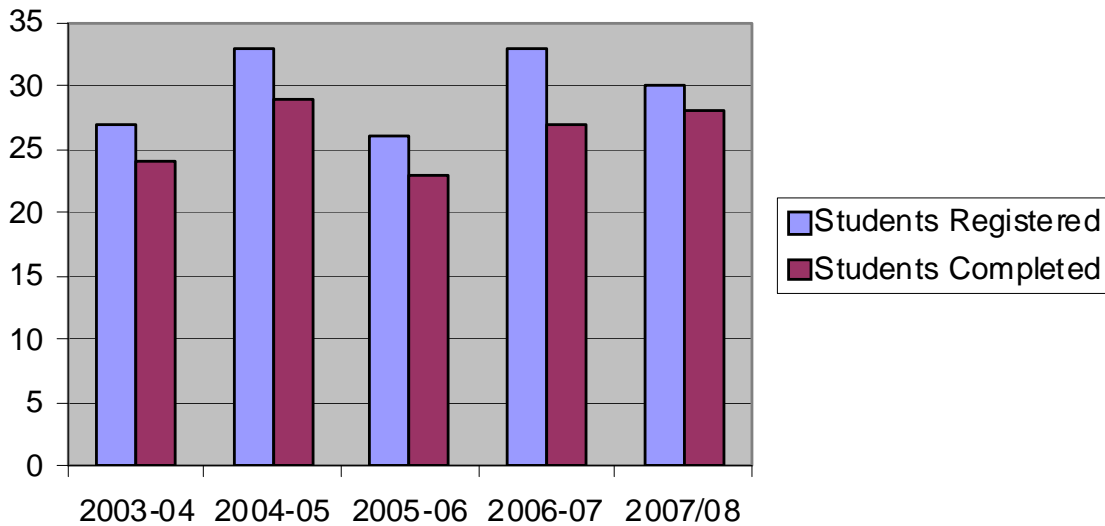
APPENDIX 1.6

Math 9



APPENDIX 1.7

Grade 11 Math Completion

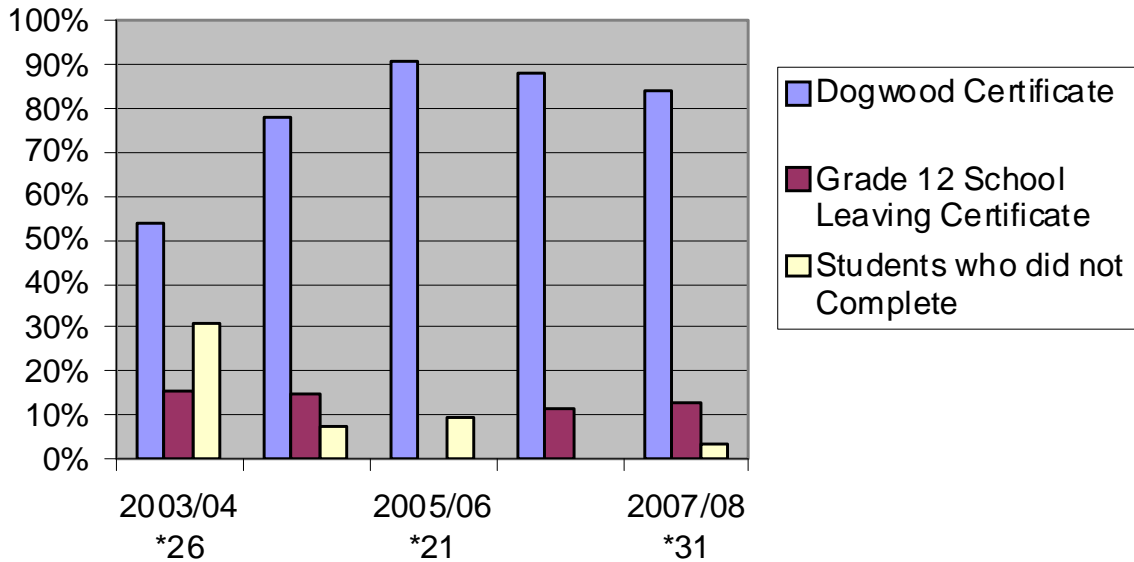


APPENDIX 1.8

Years	Subject & Grade	All Students in School District 69	First Nations, Metis and Inuit Students in School District 69	Provincial First Nations, Metis and Inuit Students
2003/04	Math Gr 4	87%	80%	74%
	Math Gr 7	84%	68%	62%
2004/05	Math Gr 4	90%	93%	72%
	Math Gr 7	83%	77%	73%
2005/06	Math Gr 4	85%	78%	73%
	Math Gr 7	87%	83%	67%
2006/07	Math Gr 4	86%	90%	73%
	Math Gr 7	79%	65%	63%
2007/08	Math Gr 4	64%	59%	51%
	Math Gr 7	67%	68%	47%

APPENDIX 1.9

Progress to date: Dogwood and School Leaving Certificate

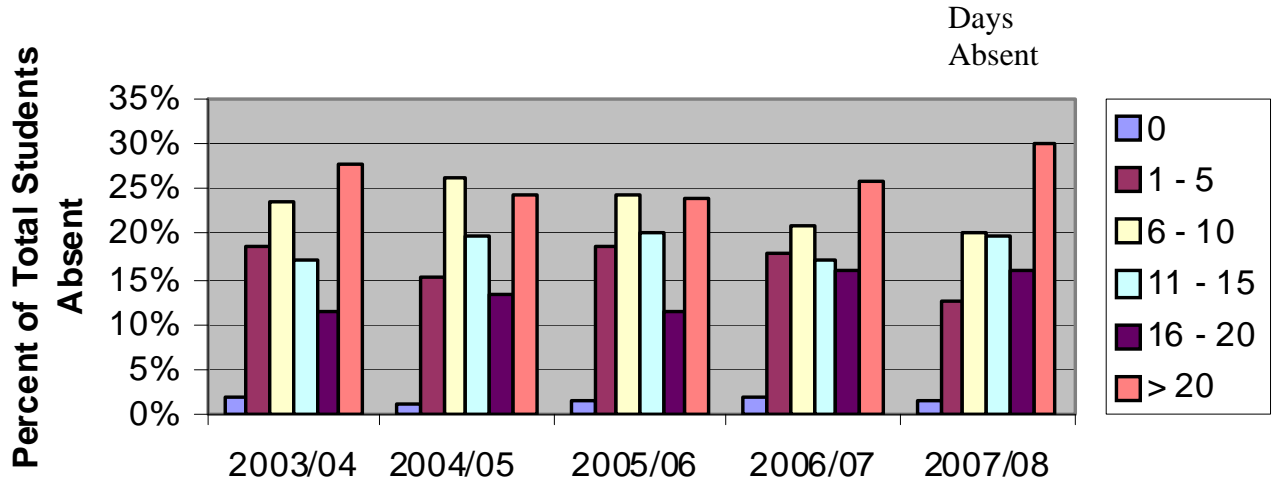


APPENDIX 1.10

	Post secondary visits	Trades and Technical Schools	Bold Eagle program
Number of students who participated in the given activity for the 2007/08 school year	31/31	31/31	N/A this year (no interest)

APPENDIX 1.11

Attendance Data



APPENDIX 2

APPENDIX OF STRATEGIES ORGANIZED BY QUADRANTS

INTELLECTUAL QUADRANT STRATEGIES

- continue monitoring student achievement in reading and writing and math
- continue providing emotional, social support
- continue providing in-class support
- continue providing individual tutoring support
- arranging and facilitating participation in Career Fairs
- providing information to students regarding the range of post secondary options open to them including academic options and trades programs
- providing information to students regarding opportunities for funding assistance
- ensuring ongoing discussion and professional development by First Nations Program Education staff
- making information available to others through First Nations Program staff
- ensuring regular presentations to school staff meetings and district meetings

EMOTIONAL QUADRANT STRATEGIES

- counseling
- organizing an awareness campaign during student course selection process
- engaging in discussions with secondary English teachers and administration
- to increase acceptance of the new First Peoples English 12 course as a viable option for all students in School District 69.
- monitoring student attendance and initiating a program of tracking "reasons" for student absence
- helping to address individual student and family needs through First Nations Program staff
- providing home visits to extend support beyond the school
- supporting parents in attending parent/teacher conferences and school events
- initiating a program to monitor/survey participation in extra-curricular activities
- providing guidance to students and families
- facilitating liaison with community agencies

SPIRITUAL QUADRANT STRATEGIES

- organizing and facilitating cultural events in schools and classrooms
- engaging in ongoing conversations with school and district staff
- maintaining and, where possible, increasing commitment to the Elder in Residence Program
- adopting or developing a program of study and curriculum materials which could be used in District classrooms by all staff.
- reviewing, with a view to adopting, the IRP which has been developed by School Districts 68 and 79.
arranging district workshops for staff

PHYSICAL QUADRANT STRATEGIES

- counseling
- arranging one-on-one support from district First Nations Program staff
- continuing with role model/buddies/mentorship programs
- raising awareness regarding eating disorders
- extending participation in the "Duck Soup for the Aboriginal Soul" student publication program
- working with Physical Education staff on ways to make PE participation more popular
- increase the quality and quantity of prevention and intervention measures in relation to drug and alcohol abuse involving students (survey to be generated in 2009-2010)
- counseling
- facilitating participation in cultural events and activities
- arranging involvement of outside agencies for workshops with students
- continuing support for the DARE program
- arranging opportunities for Elders to provide leadership to students