



ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT

This Agreement is made in duplicate as of the 1st day of June 2005.

BETWEEN:

SCHOOL DISTRICT NO. 74 (GOLD TRAIL)
(Hereinafter referred to as the "the District")

ST'ÁT'IMC, NLAKÁPAMUX, AND SECWÉPEMC COMMUNITIES
INCLUDING OFF RESERVE AND MÉTIS WHO HAVE STUDENTS
ATTENDING SCHOOLS IN SCHOOL DISTRICT NO. 74 (GOLD TRAIL)
(Hereinafter referred to as the "Nations")

AND

The Ministry of Education

In the Province of British Columbia
(Hereinafter collectively referred to as "the Parties")

WHEREAS:

THE PARTIES HERETO MUTUALLY AGREE, as follows:

1.0 Preamble

Gold Trail School District is a unique public school system, which represents communities from Lytton, Spences Bridge, Venables Valley, Ashcroft, Cache Creek and Clinton along Highway 97 C, and west to Pavilion, Lillooet, Gold Bridge and Shalalth/Seton Portage. Communities are primarily resource and agricultural based, and the natural beauty of the area offers a wide range of recreational amenities.

The District offers a full day Kindergarten program in all 6 elementary schools. There are 4 secondary schools and 3 rural schools which enroll students in Kindergarten to Grade 12; the Open Learning Program which offers correspondence courses to students in our district and throughout the province; and an Adult Learning Center in Lillooet serving the learning needs of students 16 years of age and older.

2.0 Unique Characteristics

The area has a population of 10,000 with a student population of 1,800. Fifty four percent of our students are of Aboriginal Ancestry. These students belong to 3 First Nations and 19 bands within those nations plus the Métis and other students of Aboriginal Ancestry. This represents a diversity of Aboriginal student backgrounds, strengths and needs greater than any other school district in the province.

3.0 Definition

For the purpose of this Agreement, the term

- “First Nations” refers to the St’át’imc, Nlakápamux and Secwépemc.
- “Aboriginal” refers to all students of the Nations.
- “The Nations” refers to St’át’imc, Nlakápamux, and Secwépemc Communities Including off reserve and Métis who have students attending schools in School District No. 74 (Gold Trail)
- Unless the term “all students” is used, students refers to Aboriginal students.

4.0 Process of Developing the Education Enhancement Agreement

The Education Enhancement Agreement is between School District 74: Gold Trail and the Nations and reflects our spirit of collaborative partnership in developing this agreement.

Our First Nations Education Council met monthly, and together we have worked to Develop this Education Enhancement Agreement over that past 2 and a half years.

All parties recognize and honor:

- i) The continued development of a positive relationship between the parties as crucial to the success of the Aboriginal Education Enhancement Agreement.
- ii) The historical and critical importance that Aboriginal peoples place on the preservation of their language, culture and traditions and the ongoing development and implementation of appropriate and meaningful Aboriginal education programs, strategies, resources and curriculum.
- iii) The shared responsibility for the success of all Aboriginal students attending School District No. 74 (Gold Trail) schools.

The parties have developed and will implement this Aboriginal Education Enhancement Agreement with the vision and spirit of improving educational performance for all Aboriginal students. This agreement will meaningfully connect with the School District Accountability Contract and School Growth Plans.

5.0 Purpose

- i) To ensure continual improvement in the quality of programs delivered and the educational achievement of all Aboriginal students.
- ii) To ensure that all students and educators have access to, and have a good understanding of the history, language and cultures of the First Nations in whose Territories they reside.
- iii) To commit to on-going development and implementation of Kindergarten to Grade 12 St' át'imc, Nlakápamux and Secwépemc language programs in all district schools.
- iv) To commit to on-going development and implementation of Integrated Resource Packages for St' át'imc, Nlakápamux and Secwépemc School District No. 74 (Gold Trail) Board authorized and provincially approved language courses.
- v) To develop, promote and support the framework for improving the school climate, which ensures respect and trust between the parties.
- vi) To develop and support a strong collaborative relationship between the parties.
- vii) To develop and maintain strong relationships between the school, Aboriginal families and communities.
- viii) To encourage and welcome more Aboriginal participation and input in Parent Advisory Councils, School Planning Councils, Parent Teacher Interviews, and school related meetings and activities.
- ix) To encourage and welcome School District staff and parents to attend Aboriginal community hosted meetings and activities.

6.0 Principles

The performance areas selected for improvement are those where the data can be:

- i) Tracked with continued integrity and authenticity.
- ii) Used to design and implement best practices in teaching and intervention strategies for Aboriginal students.
- iii) Used to monitor, develop and support a positive school culture for Aboriginal students.

To ensure student achievement and school improvement in quality and delivery of services to Aboriginal students, the following will be implemented:

- i) All teachers, Special Teaching Assistants, Aboriginal Student Support Workers and Alternate Program Workers will have opportunities for on-going professional development and support in the implementation of programs and strategies designed to ensure achievement for all students in Kindergarten through to Grade 12.
- ii) There will be an increase in the number of approved language and other courses implemented.

- iii) There will be an increase in the number of approved programs and resources developed and implemented in schools within each First Nations territory as recommended by the District First Nations Curriculum Resource Team.
- iv) Non-Aboriginal staff and parents will be encouraged to participate in cultural awareness activities who attend First Nations community events and who learn First Nations languages.

Increase in the number of Aboriginal parents participating in the Parent Advisory and School Planning Councils and attending the school/parent/ teacher interviews and school related meetings and activities.

7.0 Performance Goals

The performance goals and initiatives are intended to develop well educated young people who have a clear understanding of themselves as Aboriginal people and who have the skills, abilities, knowledge and wisdom to contribute to their cultural, social, political and economic future.

Academic Achievement Goals

1. Literacy
 - i) To increase the number of students who are reading and writing according to BC Provincial Standards at all grade levels.
2. Numeracy
 - ii) To increase the numbers of students whose numeracy skills meet BC Provincial Standards at all grade levels.
3. Graduation
 - iii) To increase the number of students who successfully complete a Dogwood Diploma and are eligible to enroll in career, technical and academic post secondary programs.
 - iv) To increase the number of students who leave school with a School Leaving Certificate with adequate skills and/or training to find employment or job placement.

While the Literacy goals will be the primary academic focus for the first two years of this agreement, student achievement in Numeracy will be tracked in October and May of each school year to ensure that gains are being made and maintained. The focus on Literacy goals is made for the following reasons:

- Provincial and district data reveal that student's literacy scores for reading comprehension and writing are below BC Provincial Standards.

- Literacy skills are an essential pre-requisite to success in all academic areas
- Research clearly demonstrates that focusing on too many goals at one time dissipates focus and energy.

Academic Goals- Performance Indicators

For students in Kindergarten through Grade 12, the following assessments will be utilized. Results will be used to assess student achievement, to improve classroom instruction, and to measure school improvement:

- Provincial assessments for Grades 4, 7, 10 and 12.
- District wide use of B.C. Performance Standards for reading comprehension, writing and numeracy in October and May of each school year.
- Phonological Awareness screener, Kindergarten and Grade 1.
- Student, staff, parent and community Satisfaction Surveys.

For students in Grades 8 through 12, the following annual data will be analyzed:

- Dogwood and School Leaving Certificate completion rates.
- Grade point averages.
- The number of students who are eligible for entry into post-secondary programs.
- The number of students who re-integrate from alternate programs into regular programs.

Cultural Goals

1. Aboriginal Languages

- To increase participation and success in board authorized and provincially approved language programs.

2. Culture and Traditions

- To increase participation and appreciation by all students in cultural activities in each school.
- To increase students' awareness of First Nations cultural and traditional knowledge through integration and implementation throughout the Provincial curriculum (K-12)

Cultural Goals- Performance Indicators

Success in language and culture goals will be measured by:

- An increase in the number of students successfully completing approved language courses.

- ii) An increase in student satisfaction with quality of courses and programs as obtained through the annual Aboriginal Program surveys.
- iii) All students will experience an increase in Aboriginal content across the curriculum based on the Aboriginal Program Survey.

Social Responsibility Goals

- i) To increase in all students in School District No. 74 (Gold Trail) mutual respect, trust, honesty, personal responsibility and community mindedness throughout the school environment.

Social Responsibility Goals - Performance Indicators

- i) Provincial Satisfaction Survey in grades 4, 7, 10 and 12.
- ii) Increase in positive cross-cultural interaction as indicated on the Aboriginal program survey.
- iii) Increase in participation rates of Aboriginal students in extra-curricular activities.
- iv) Noticeable improvement in student attendance rates.
- v) Noticeable decline in student office referrals and suspension rates.
- vi) Increase in the number of happy faces we see in the schools.

All indicators will be reviewed annually and revised to ensure continued delivery of quality programs, strategies and services to all students in Gold Trail School District.

8.0 Targets

To improve student achievement by two to three percent annually in reading comprehension, writing, numeracy, graduation rates and social responsibility until aboriginal students meet or exceed B.C. Provincial standards.

For goals that cannot be easily measured, District Assessment tools will be developed for implementation in the 2005/2006 school year.

9.0 Implementation

This agreement will be in effect from June 1st, 2005 to June 1st, 2010.

- i) For those areas where there are no baseline data, the 2005/2006 school years will be the baseline year.
- ii) The 2005/2006 school years will be the first performance year in areas where baseline data already exists. The data used for assessing the targets will be reported in School District No. 74: Gold Trail Annual Report on Aboriginal Students Performance which will be submitted in September of each year, to the Ministry of Education, First Nations Education Council and the Board of School Trustees of School District No. 74 (Gold Trail).

10.0 Review

Progress on goals will be reviewed annually in order to renew our commitment to, and celebrate the progress of our goals. Once the review is completed by the School District and representatives from the Nations, strategies may be revised to ensure that goals are being met, that they remain reasonable and attainable and represent meaningful progress towards the long term goals of Aboriginal Students meeting or exceeding academic and social responsibility expectations according to the B.C. Provincial Standards.

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First Nations Education Council