

Education Enhancement Agreement

between

SD #78 First Nations

and



School District #78 (Fraser-Cascade)

March 8, 2006



**SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)
Aboriginal Education Enhancement Agreement
2005-2010**

1. PREAMBLE:

The Aboriginal Education Council (AEC) includes representatives from School District No. 78 (Fraser-Cascade), Boston Bar First Nation, Boothroyd Band, Chawathil First Nation, Chehalis Band, Cheam Band, Peters/Union Bar Band, Seabird Island Band, Spuzzum First Nation Band, Scowlitz First Nation, Shxw'owhamel First Nation, Skawahlook, Yale First Nation, Off-Reserve (as defined in the 'Definitions' section) Representation from Agassiz and Hope, the District Principal and the District Aboriginal Education Coordinator. The AEC respects and honours the special relationship that exists between the School District and Sto:lo and Nlaka'pamux Nations in whose traditional territories we reside.

The AEC mission statement states that our mission is to “provide and support programs for First Nation Learners which promote academic success, positive self-esteem and cultural awareness in cooperation with educators and families, now and in the future.”

This Enhancement Agreement was developed through a process of community and staff consultation. Meetings were held in all communities that the School District serves. Focus discussions occurred and surveys were distributed to participants and the communities at large. Data and survey responses were reviewed by the AEC and Fraser Salish Education Council to determine Goals, Objectives, Strategies and Structures that will be implemented as part of this Enhancement Agreement. Staff (as defined in the 'Definitions' section) feedback was gathered through focused discussions at staff meetings and through surveys. All First Nation/Aboriginal (as defined in the 'Definitions' section) secondary school students were consulted during school visits. District staff and the AEC met to develop a draft Enhancement Agreement. The School District No. 78 (Fraser-Cascade) Aboriginal Education Council members guide and approve the development and implementation of this “Aboriginal Education Enhancement Agreement” which is a statement of intent that helps define the relationships between the School Board and the Signatories of this Agreement.

2. PURPOSE:

The purpose of this Agreement is to enhance the education of First Nation/Aboriginal learners and to ensure the collection of data that measures student achievement in the selected performance areas. Specifically, the agreement identifies the need to:

- Continuously improve performance for all First Nation/Aboriginal students to meet locally established targets in all areas of learning;
- Promote and support First Nation/Aboriginal peoples' sense of ownership in their education system;
- Encourage, enhance, and affirm a strong identity, pride in heritage, and healthy self-esteem in First Nation/Aboriginal students by creating an environment that embraces First Nation/Aboriginal cultures;
- Continuously improve educational opportunities for First Nation/Aboriginal students;
- Continuously improve cross-cultural education/awareness for non-Aboriginal learners and staff;
- Honour and support the histories, cultures, and languages of the Sto:lo and Nlaka'pamux First Nation/Aboriginal communities whose traditional territories are served by School District No. 78; and,
- Furthermore, respect and affirm the diverse histories and cultures represented in our Aboriginal student population.

3. PRINCIPLES:

The performance areas selected for enhancement are those where there is assurance that the data can be:

- Tracked with true intent to honour this agreement;
- Tracked for trends over time and reviewed annually;
- Effectively used to plan and implement strategies;
- Supported through District and School Growth Plans;
- Used for assessing targets and to develop reports that will be reviewed annually and communicated to communities.

The agreement recognizes the place of parental involvement in students' education. In order to support the agreement effort will be made to:

- Improve and promote home/school communication with the parents;

- Improve and promote parental participation in their child's education.

4. BASELINE AND PERFORMANCE TARGETS:

Annual targets will be established and reassessed by the School District and AEC to ensure that they:

- Are meaningful, reasonable and attainable;
- Represent meaningful progress;
- Account adequately for changing populations; and

Strategies and Structures (Appendix A) will be reviewed annually. Baselines (Appendix B) will be established by using existing three-year data. (Improvements will be meaningful and account adequately for changing populations.)

GOALS AND OBJECTIVES

Goal 1: **To improve our students' sense of belonging by improving the cultural environment for First Nation/Aboriginal and Non-Aboriginal students.**

Objective 1.1: *To improve First Nation/Aboriginal and Non-Aboriginal student knowledge base regarding local First Nation/Aboriginal culture, history, language, governance, and politics.*

Objective 1.2: *To improve First Nation/Aboriginal and Non-Aboriginal students' attitudes and practices of acceptance within multicultural teaching and learning environments.*

Objective 1.3: *To enhance First Nation/Aboriginal students' sense of self-worth.*

Goal 2: **To increase First Nation/Aboriginal student success in school.**

Objective 2.1: *To increase achievement of our First Nation/Aboriginal students not meeting expectations by focusing resources on them.*

Objective 2.2: *To increase First Nation/Aboriginal student attendance and punctuality.*

STAFF AND PARENT COMMITMENTS AND LEARNING

In order for students to be successful we commit to supporting parents and staff in increasing a shared knowledge base regarding local First Nation/Aboriginal culture, history, language, governance, and politics.

Additionally, we recognize and support parents and staff in the development of effective and meaningful attitudes and practices of acceptance within multicultural teaching and learning environments.

**MEMORANDUM OF AGREEMENT
FRASER-CASCADE EDUCATION ENHANCEMENT AGREEMENT**

between

School District #78 (Fraser-Cascade)

and

SD #78 First Nations

and

Ministry of Education



We, the undersigned, recognize and honour the special relationship that exists with the First Nations in whose traditional territories we operate. We also recognize the historical and critical importance Aboriginal peoples place on the preservation of their culture and traditions. Therefore this Enhancement Agreement honours the special relationship with the Aboriginal people living in the Fraser-Cascade School District. This Agreement supports the commitment to the preservation of their cultures and traditions, as well as the improvement of the educational performance of Aboriginal learners. This Agreement will be implemented with the guidance and approval of the Aboriginal Communities and we acknowledge our collective responsibility for the success of all Aboriginal learners enrolled in School District #78 (Fraser-Cascade).

Board of School Trustees

Superintendent

Aboriginal Education Enhancement Branch

Ministry of Education

SD #78 First Nations

APPENDIX A

Goal 1: To improve our students' sense of belonging by improving the cultural environment for First Nation/Aboriginal and Non-Aboriginal students.

Objective 1.1: STUDENT SATISFACTION

To improve First Nation/Aboriginal and Non-Aboriginal student knowledge base regarding local First Nation/Aboriginal culture, history, language, governance, and politics.

STRATEGIES:

Continue to:

- Implement anti-bullying and anti-racism programs in the schools.

Begin to:

- Work with the AEC to update and develop interview questions for support and professional staff that address cultural competencies and experience.
- Develop an integrated curriculum across the subjects and grades that address local First Nation/Aboriginal culture, history, language, and governance.
- Develop Board/Authority Authorized (BAA) Courses that focus on First Nation history, language, and culture
- Review job postings to ensure that they reflect a commitment to First Nation/Aboriginal learners cultural identities and knowledge.
- Enhance student, parent and staff knowledge base regarding local First Nation/Aboriginal culture, history, language, governance, and politics.

STRUCTURES:

Continue to:

- Organize and dedicate time for Cultural Awareness Days.
- Provide District Native Education Pro D Days.
- Employ a District Principal to support First Nation/Aboriginal Educational Programming.
- Continue to work through the AEC, Fraser Salish Education Council and communities regarding First Nation/Aboriginal student achievement and cultural programming.
- Staff schools with support staff with demonstrated competencies in First Nation/Aboriginal history, language and culture.
- Work with the AEC each year to plan cultural programming for students, staff and parents.

Begin to:

- Make full-day Kindergarten available with a cultural component.
- Staff schools with professional staff with demonstrated knowledge in First Nation/Aboriginal history, language and culture.
- Update and develop interview questions for support & professional staff that include cultural competencies and experience.

Objective 1.2: TEACHING AND LEARNING ENVIRONMENTS

To improve First Nation/Aboriginal and Non-Aboriginal students' attitudes and practices of acceptance within multicultural teaching and learning environments.

STRATEGIES:

Continue to:

- Support ceremonies recognizing student achievement (eg. Showcase, awards, year end honouring ceremonies)
- Honour, respect and support local First Nation heritage throughout the district. (e.g. Houseposts, masks, art work, etc.)

Begin to:

- Communicate and refine placement and discipline supports and procedures with staff, students and parents
- Design Restorative Justice approach and/or Healing Circle approaches to discipline
- Create consistent recognition and achievement criteria across the district

STRUCTURES:

Continue to:

- Host Collaborative meetings twice a year
- Host Quarterly meetings between schools and First Nation Communities

Begin to:

- Provide multicultural activities for staff, students, and PACs
- Enhance First Nation/Aboriginal students' sense of self-worth

Objective 1.3: STUDENTS' SELF-WORTH

To enhance First Nation/Aboriginal students' sense of self-worth.

STRATEGIES:

Continue to:

- Promote and support the Siya:ye Yoyes Youth Leadership Conference.

Begin to:

- Separately report parent participation data to reflect on and off-reserve involvement.

- Separately report student participation to reflect on and off-reserve involvement.
- Host Community gatherings focusing on AEC/SD #78 parent participation and community building for on/off reserve families.
- Schools host student-led parent gatherings for on/off reserve parents to share information and build a sense of community.
- Promote and support Aboriginal student attendance at Provincial and National Youth Conferences
- Explore using the 40 developmental asset questionnaires to encourage students to set goals and participate in extra curricular activities and district challenges.

Goal 2: To increase First Nation/Aboriginal student success in school.

Objective 2.1: ACHIEVEMENT

To increase achievement of our First Nation/Aboriginal students not meeting expectations by focusing resources on them.

STRATEGIES:

Continue to:

- Implement District Literacy and Numeracy programs and separately report First Nation/Aboriginal data
- Network and support First Nation/Aboriginal preschool and Headstart programs

Begin to:

- Enhance the focus for FNSW meetings on FN/Aboriginal student achievement, participation, self-worth, parental involvement & curriculum implementation.
- Focus a portion of Principal/Vice-Principal meetings on FN/Aboriginal student achievement, participation, self-worth, parental involvement, as well as curriculum on issues raised at FNSW meetings.
- Focus a portion of school staff meetings (twice/year) on FN/Aboriginal student achievement, participation, self-worth, parental involvement as well as curriculum issues raised at FNSW meetings
- Refocus AEC meetings on: FN/Aboriginal student achievement, participation, self-worth, parental involvement & curriculum implementation. (Reporting on student achievement, participation, etc. at each meeting)

Objective 2.2: ATTENDANCE/PUNCTUALITY

To increase First Nation/Aboriginal student attendance and punctuality.

STRATEGIES:

Continue to:

- Focus Collaborative meetings on student attendance and punctuality.

Begin to:

- Increase and enhance home visits with a focus on FNSW and other school personnel to discuss: achievement, participation, attendance, and success.
- Have FNSWs schedule time during the first month of the school year to visit parents, particularly parents with students new to the school.
- Provide parents with the opportunity to either meet at the school or in the home.
- Work in partnership with First Nation Community Care Teams to review students missing more than 10 days of school per school year and/or 15 or more times late per school year.

STRUCTURES:

Continue to:

- Monitor FNSW monthly reports

DEFINITIONS:

- Staff** The term 'staff' as used in this Agreement shall include School District #78 (Fraser-Cascade) teaching staff, support staff and school and district administration.
- First Nation/Aboriginal Learners/Students** The terms 'First Nation/Aboriginal Learners' and 'First Nation/Aboriginal Students' as used in this Agreement shall mean all students who have Aboriginal ancestry and are enrolled in School District #78.
- Off-Reserve** The term 'off-reserve' as used in this Agreement shall include all students who have Aboriginal ancestry, are enrolled in School District #78, but do not live on one of the Reserves mentioned in paragraph 1 of the Preamble.
- On-Reserve** The term 'on-reserve' as used in this Agreement shall include all students who have Aboriginal ancestry, are enrolled in School District #78 and who live on one of the Reserves mentioned in paragraph 1 of the Preamble.

APPENDIX B

Objective 1.1: *To improve First Nation/Aboriginal and Non-Aboriginal student knowledge base regarding local First Nation/Aboriginal culture, history, language, governance, and politics.*

Interim Report:

Performance Indicators	Performance Categories	Baseline		2005/2006 Results		Summary of Progress
		#	%	#	%	
Students enrolled in FN 12		68	33			
Students taking part in cultural activities		New Measure				
Students participating in FN Cultural Awareness Days		New Measure				
Students taking part in Halq'emeylem and Nlaka'pamux language programs		New Measure				
FN students taking B/AA courses		New Measure				

Actions					
Teachers implementing the District's Locally Approved FN/Aboriginal Curriculum	<i>K-3</i>	New Measure			
	<i>Gr. 4-7</i>	New Measure			
	<i>Gr. 8-12</i>	New Measure			

Objective 1.2: *To improve First Nation/Aboriginal and Non-Aboriginal students' attitudes and practices of acceptance within multicultural teaching and learning environments.*

Interim Report:

Performance Indicators	Performance Categories	Baseline		2005/2006 Results		Summary of Progress
		#	%	#	%	
Aboriginal students identified in special education categories	<i>Behaviour</i>	27	4			
	<i>Gifted</i>	5	1			
	<i>MID</i>	40	6			
Aboriginal students achieving expectations on Social Responsibility Quick Scale	<i>Meets/Exceeds</i>	New Measure				
	<i>Exceeds</i>	New Measure				
Students identified in Alternate Education	<i>Aboriginal</i>	New Measure				
	<i>Non-Aboriginal</i>	New Measure				

Actions						
Staff, students, and PACs participating in multicultural awareness activities (Pro D Day)	<i>Staff</i>	New Measure				
	<i>Students</i>	New Measure				
	<i>PACs</i>	New Measure				
P/VPs attending Collaborative/Quarterly Meetings	<i>Collaborative (November)</i>	8	54			
	<i>Collaborative (March)</i>	7	50			
	<i>Quarterly</i>	10	74			

Objective 1.3: *To enhance First Nation/Aboriginal students' sense of self-worth.*

Interim Report:

Performance Indicators	Performance Categories	Baseline		2005/2006 Results		Summary of Progress
		#	%	#	%	
FN/Aboriginal students taking part in leadership conferences	<i>Provincial</i>	New Measure				
	<i>National</i>	New Measure				
	<i>Aboriginal</i>	New Measure				
FN/ Aboriginal students participating in District Challenges		New Measure				
FN/Aboriginal students participating in leadership classes	<i>AESS</i>	New Measure				
	<i>HSS</i>	New Measure				
FN/Aboriginal students in Childcare Counselling		New Measure				
FN/Aboriginal students participating in extra curricular activities	<i>Grade 8</i>	New Measure				
	<i>Grade 12</i>	New Measure				

Actions						
FN/Aboriginal parents attending parent-teacher interviews		New Measure				
FN/Aboriginal parents attending honouring ceremonies	<i>AESS</i>	New Measure				
	<i>Boston Bar</i>	New Measure				
	<i>Hope</i>	New Measure				
	<i>Yale</i>	New Measure				
FN/Aboriginal parents involved in PACs		New Measure				

Objective 2.1: *To increase achievement of our First Nation/Aboriginal students not meeting expectations by focusing resources on them.*

Interim Report:

Performance Indicators	Performance Categories	Baseline		2005/2006 Results		Summary of Progress
		#	%	#	%	
FN/Aboriginal students fully meeting/exceeding on DART GRADE 3	<i>Meets/Exceeds</i>	27	87			
	<i>Exceeds</i>	6	19			
FN/Aboriginal students fully meeting/exceeding on DART GRADE 4	<i>Meets/Exceeds</i>	35	71			
	<i>Exceeds</i>	5	10			
FN/Aboriginal students fully meeting/exceeding on DART GRADE 5	<i>Meets/Exceeds</i>	23	77			
	<i>Exceeds</i>	0	0			
FN/Aboriginal students fully meeting/exceeding on DART GRADE 6	<i>Meets/Exceeds</i>	42	93			
	<i>Exceeds</i>	2	4			
FN/Aboriginal students fully meeting/exceeding on DART GRADE 7	<i>Meets/Exceeds</i>	20	71			
	<i>Exceeds</i>	1	4			
FN/Aboriginal students fully meeting/exceeding on DART GRADE 8	<i>Meets/Exceeds</i>	0	0			
	<i>Exceeds</i>	0	0			
FN/Aboriginal students fully meeting/exceeding on DART GRADE 9	<i>Meets/Exceeds</i>	New Measure				
	<i>Exceeds</i>	New Measure				
FN/Aboriginal students fully meeting/exceeding on DERAIT KINDERGARTEN LETTER RECOGNITION	<i>Meets/Exceeds</i>	23	96			
	<i>Exceeds</i>	14	58			

Performance Indicators	Performance Categories	Baseline		2005/2006 Results		Summary of Progress
		#	%	#	%	
FN/Aboriginal students fully meeting/exceeding on DERAIT KINDERGARTEN LETTER SOUND	<i>Meets/Exceeds</i>	20	83			
	<i>Exceeds</i>	4	17			
FN/Aboriginal students fully meeting/exceeding on DERAIT GRADE 1 LETTER RECOGNITION	<i>Meets/Exceeds</i>	40	95			
	<i>Exceeds</i>	0	0			
FN/Aboriginal students fully meeting/exceeding on DERAIT GRADE 1 LETTER SOUND	<i>Meets/Exceeds</i>	39	93			
	<i>Exceeds</i>	20	48			
FN/Aboriginal students fully meeting/exceeding on DERAIT GRADE 1 SIGHT WORDS	<i>Meets/Exceeds</i>	35	83			
	<i>Exceeds</i>	23	55			
FN/Aboriginal students fully meeting/exceeding on DERAIT GRADE 1 RUNNING RECORD	<i>Meets/Exceeds</i>	30	71			
	<i>Exceeds</i>	16	38			
FN/Aboriginal students fully meeting/exceeding on DERAIT GRADE 2 RUNNING RECORD	<i>Meets/Exceeds</i>	26	70			
	<i>Exceeds</i>	15	41			
FN/Aboriginal students fully meeting/exceeding on FSA GRADE 4	<i>Reading</i>	23	65			
	<i>Writing</i>	31	88			
	<i>Numeracy</i>	26	71			

Performance Indicators	Performance Categories	Baseline		2005/2006 Results		Summary of Progress
		#	%	#	%	
FN/Aboriginal students fully meeting/exceeding on FSA GRADE 7	<i>Reading</i>	20	47			
	<i>Writing</i>	27	62			
	<i>Numeracy</i>	32	77			
FN/Aboriginal students fully meeting/exceeding on Provincial Exams GRADE 10	<i>Meets/Exceeds</i>	New Measure				
	<i>Exceeds</i>	New Measure				
FN/Aboriginal students fully meeting/exceeding on Provincial Exams GRADE 12	<i>English 12</i>	New Measure				
	<i>Comm. 12</i>	New Measure				
	<i>Math 12</i>	New Measure				
	<i>Biology 12</i>	New Measure				
	<i>Chemistry 12</i>	New Measure				
	<i>Physics 12</i>	New Measure				
FN/Aboriginal students fully meeting/exceeding on Report Card Marks	<i>Meets/Exceeds</i>	New Measure				
	<i>Exceeds</i>	New Measure				
FN/Aboriginal students fully meeting/exceeding on District Wide Writes	<i>Meets/Exceeds</i>	New Measure				
	<i>Exceeds</i>	New Measure				
FN/Aboriginal students graduating with a Dogwood certificate	<i>Grade 12</i>	New Measure				
FN/Aboriginal students participating in Provincial Examinable Courses	<i>English 12</i>	10	22			
	<i>Comm. 12</i>	15	30			

Performance Indicators	Performance Categories	Baseline		2005/2006 Results		Summary of Progress	
		#	%	#	%		
Cont... FN/Aboriginal students participating in Provincial Examinable Courses	<i>Math 12</i>	1	3				
	<i>Biology 12</i>	4	8				
	<i>Chemistry 12</i>	1	1				
	<i>Physics 12</i>	1	2				
FN/Aboriginal students identified on school honour roll		New Measure					
FN/Aboriginal students successfully transitioning to the next grade (1998)	Grade 8	<i>Females</i>	New Measure				
		<i>Males</i>	New Measure				
	Grade 9	<i>Females</i>	New Measure				
		<i>Males</i>	New Measure				
	Grade 10	<i>Females</i>	New Measure				
		<i>Males</i>	New Measure				
	Grade 11	<i>Females</i>	New Measure				
		<i>Males</i>	New Measure				
	Grade 12	<i>Females</i>	New Measure				
		<i>Males</i>	New Measure				
	Completion	<i>Females</i>	New Measure				
		<i>Males</i>	New Measure				

Objective 2.2: *To increase First Nation/Aboriginal student attendance and punctuality.*

Interim Report:

Performance Indicators	Performance Categories	Baseline		2005/2006 Results		Summary of Progress
		#	%	#	%	
FN/Aboriginal students missing 11-20 days of school/year		New Measure				
FN/ Aboriginal students tardy 15 times or more/year		New Measure				
FN/Aboriginal students with attendance issues whose parents have been contacted		New Measure				

LEGEND:

- Quick Scale – Ministry guide to Social Responsibility
- PAC – Parent Advisory Council
- P/VP – Principals/Vice-Principals
- DART – District Assessment of Reading Team
- DERAIT – District Early Reading Assessment Instrumental
- FSA – Foundation Skills Assessment
- Report Card Marks (Meets/Exceeds) - C+ and above
- New Measure - Not previously tracked or tracked in a different form.

Our Voices of Support

- ❖ *By having the parents and the community involved in their children's education, it will improve attendance and punctuality which is the key for the students to be successful.*
- ❖ *Attendance is one of the biggest factors for students - First Nations and non-First Nations.*
- ❖ *Parents play an important role in their children's education.*
- ❖ *(The Enhancement Agreement) will improve the involvement between students, staff, and parents.*
- ❖ *First Nations people have a right to an education that suits their needs.*
- ❖ *It would be essential for success to celebrate and incorporate culture into the school curriculum.*
- ❖ *As long as the student is treated with dignity and respect, the strategies and structures would have a great impact on my child.*
- ❖ *Heritage is very important no matter who you are and should always be promoted.*
- ❖ *We are all on this planet and need to understand all cultures so we can live together while not forgetting who we are.*
- ❖ *I think the goals that are outlined in the draft will improve the school. By focusing on, and helping with, someone's specific needs, it will improve their schoolwork and school life in general.*