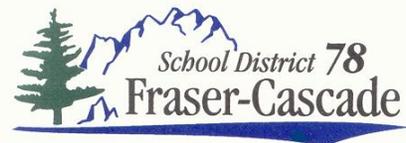


Education Enhancement Agreement

between

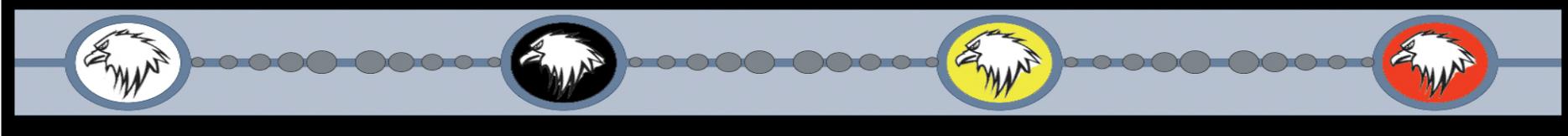
SD #78 First Nations

and



School District #78 (Fraser-Cascade)

June 18, 2012





**SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)
Aboriginal Education Enhancement Agreement
2011-2016**



1. PREAMBLE:

The Aboriginal Education Council (AEC) includes representatives from School District No. 78 (Fraser-Cascade), Boston Bar First Nation, Boothroyd Indian Band, Chawathil First Nation, Sts' ailes (Chehalis) Band, Cheam First Nation, Peters Band, Union Bar Band, Seabird Island Band, Spuzzum First Nation, Scowlitz First Nation, Shxw'owhamel First Nation, Skawahlook First Nation, Yale First Nation, Off-Reserve (as defined in the 'Definitions' section) representation from Agassiz and Hope, representation from Metis Nation of BC, the Superintendent of Schools, the Director of Instruction and the District Aboriginal Education Coordinator. The AEC respects and honours the special relationship that exists between the School District and the Stó:lō, Yale 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 (as defined in the 'Definitions' section) 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, and Strategies that will be implemented as part of this Enhancement Agreement. Staff feedback was gathered through focused discussions at School Committee and Collaborative Meetings. 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 guided and approved the development and implementation of this Aboriginal Education Enhancement Agreement, which is a statement of intent that helps define the relationships between SD #78 (Fraser Cascade) Board of Education 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;

- Create a clear communication plan between the students, family, community support agencies and school staff;
- Continuously involve family and community supports in developing intervention strategies for at-risk students;
- Continuously involve the students and families in the process of effective transition from primary grades to intermediate, intermediate to secondary and secondary into employment or post-secondary institutions;
- Promote and support effective teaching and learning for First Nations/Aboriginal learners through ongoing collaboration and awareness;
- Honour and support the histories, cultures, and languages of the Stó:lō, Yale 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:

- Supported through the School District Achievement Plan and School Growth Plans;
- Used for assessing targets and to develop reports that will be reviewed annually and communicated to communities;
- Used to continuously promote and improve home/school communication with the families; and
- Used to continuously promote and improve family participation in their children’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; and
- Account adequately for changing populations.

GOALS AND DIRECTIONS

GOAL 1: **Effective Communication to improve overall Aboriginal student success.**

Rationale:

We believe that we have a good relationship between the School District and the First Nations communities. We have a long way to go to improve student achievement but we know that we are in this together. Over the course of the first Enhancement Agreement we have learned that we need to remind ourselves of how important this is to improve student success. We believe that by effectively communicating, our students will be more successful, our families will be more satisfied and our school system will be more effective. We believe that student engagement is the key to student success in school. The indicators of engagement that will be monitored are noted below.

Directions:

- Enhance the appreciation of First Nation/Aboriginal and non-Aboriginal students' values, culture and current issues through discussion in classrooms.
- Improve the method of communication with the First Nation/Aboriginal parents, families or caregivers in a way that works for them, e.g. e-mail, texting, letter or person-to person.
- Improve direct communications between the First Nation/Aboriginal parent and teacher, between teacher and teacher, as well as between administrators and support staff regarding First Nation student's success and their needs.
- Improve networking and communication with First Nation/Aboriginal community, Chief and Council, and Band Administration.

Indicators:

- Attendance.
- Grade to grade transition rates.
- Graduation Rates.
- Parent satisfaction surveys.
- Anecdotal results/stories/feedback.

Targets will be set annually in the review progress tracked in Appendix B.

GOAL 2: Middle Years Learning - to retain students and build a foundation for success through graduation.

Rationale:

Over the course of our first Enhancement Agreement we have seen that our students who are successful are able to make transitions through middle school and into the secondary school and beyond. We believe that our students who see themselves as supported by the adults around them and engaged with their learning will have a foundation to be successful through school and after they graduate. We believe that the foundation to be successful in each succeeding grade is dependent on learning the foundational skills all the way from Kindergarten through Grade 12.

Directions:

- Support and enhance the social, academic, health and emotional growth of each student to the best of their ability and potential.
- Improve student success in school by increasing their motivation level, commitment to education, confidence and ability to look ahead in order to achieve graduation.
- To provide advice, support and the essential resources to support all students in achieving their academic and life goals.

Indicators:

- Grade to grade transition rates.
- Attendance.
- Satisfaction surveys.
- Academic indicators used are English/Language Arts and Math marks from grade 7 to 10.

Targets will be set annually in the review progress tracked in Appendix B.

GOAL 3: Ways of Knowing and Learning to improve Aboriginal students understanding of who they are and where they have come from.

Rationale:

We believe that Aboriginal students will be more successful if they see local Aboriginal content and learning incorporated into their everyday experiences in the K-12 education system. We want our teachers to have a strong understanding of local Aboriginal ways of seeing the world, the historical experiences of Aboriginal People and learning about the world from the perspective of Aboriginal people, so our teachers will be able to incorporate this information into their programs for all students to learn. (Appendix C)

Directions:

- Appreciate and understand that our First Nations/Aboriginal students have unique strengths in learning and acquiring knowledge.
- Provide opportunities to learn about and implement effective teaching and learning strategies for First Nations/Aboriginal students.
- Promote and use locally developed resources and curriculum across the subject areas.

Indicators:

- A rubric will be created to assess how we are doing with incorporating the goals of the Enhancement Agreement into our schools.
- Participation of parents students and family members at our “Honouring Ceremonies” held in our schools and communities.
- Anecdotal evidence gathered by First Nations Support Workers to assess Aboriginal students understanding of who they are and where they have come from.

Targets will be set annually in the review progress tracked in Appendix B.

Strategies (Appendix A) will be reviewed annually. Baselines and targets will be established (Appendix B) by using existing three-year data. Improvements will be meaningful and account adequately for changing populations. It is expected that prior years results will be discussed at the fall Collaborative Meeting each year.

APPENDIX A

GOAL 1 EFFECTIVE COMMUNICATION

Objective 1.1: *To enhance the appreciation of First Nation/Aboriginal and non-Aboriginal students' values, culture and current issues through discussion in classrooms.*

Continue to:

- Improve communication, e.g. more cultural activities, being friendly and having open conversation.
- Encourage and help students feel better about themselves in school.
- Create a safe and good working environment for First Nations/Aboriginal students at the schools.
- Enhance our communication with positive awareness, setting goals for the activities and events, through the Aboriginal Family Handbook as well as the district website link titled First Nations Community Events.
- Listen to what our students have to say and asking them what they need help with.

Begin to:

- Create strategies to initiate classroom discussion on cultural and historical issues.

Objective 1.2: *To improve the method of communication with the First Nation/Aboriginal parents, families or caregivers in a way that works for them, e.g. email, texting, letter or person-to-person.*

Continue to:

- Abide by the key elements of relationship building (trust and communication).
- Increase the variety of communication strategies to determine how to communicate effectively.
- Use a list serve to communicate District information to Band Offices.
- Determine if the parent/family member wants an advocate from their Band (signed document).
- Build parent/guardian and family involvement and overcome barriers.

Begin to:

- Personally invite family and extended family to in-person meetings to discuss methods of communication and purposeful two-way, balanced communication.
- Offer to hold Quarterly meetings at Band Offices.
- Use a variety of available technologies and communication systems to improve the connections with parents (i.e. technology, door-to-door, texting, phone calls, school web page links and e-mails to teachers).
- Discuss ways to have parents/grandparents come to the school to meet with teachers and administrators in a friendly, welcoming way.

Objective 1.3: *To improve direct communications between the First Nation/Aboriginal parent and teacher, between teacher and teacher, as well as between administrators and support staff regarding First Nation students success and their needs.*

Continue to:

- Work collaboratively with schools, families, teachers and students to develop the self-worth of our students and take the learning journey together.
- Have regular communication between the First Nations Support Workers (FNSWs) and Mentors, stay connected with parents/families, and facilitate understanding student needs and home support. This may require support staff to visit a student's community.
- Have higher expectations of collaboration among teachers, administrators, students, parents/families, FNSWs, and communities to support to all First Nations' students with more focus and attention on students who are experiencing difficulties.

Begin to:

- Implement an agreed-upon expectation that teachers, staff, parents/families and communities will collaborative effectively to meet the varying individual needs of all First Nations' students with more focus and attention on students who are experiencing difficulties.

- Support hosting Parent/Teacher, Care Team, or any other parent/family meetings with school staff as required by school administration in the communities periodically.

Objective 1.4: *To improve networking and communication with First Nation/Aboriginal community, Chief and Council, and Band administration.*

Continue to:

- Enhance communication between Bands, school staff, FNSW's and the AEC.
- Work with parent/guardian, community, and education partners to facilitate and improve students' well-being.
- Understand the role of individual Bands, the AEC, the First Nations Education Steering Committee (FNESC) and schools.
- Encourage the involvement of students, family, communities and school staff to have an active voice at Collaborative Meetings.
- Provide ongoing opportunities to learn about and appreciate the realities and worldviews of First Nations/Aboriginal Peoples for school staff, administrators and AEC representatives.

Begin to:

- Formulate a plan for early intervention for intermediate and secondary at-risk students between the FNSW's/front-line workers, principals and AEC representatives.
- Explore more effective means of communication between school staff, administration, and the AEC.

GOAL 2 **MIDDLE YEARS LEARNING** - to retain students and build a foundation for success through graduation

Objective 2.1: *To support and enhance the social, academic, health and emotional growth of each student to the best of their ability and potential.*

Continue to:

- Utilize the FNSW expertise and voice regarding support services and program development at the schools.

- Promote positive self-esteem, identity and positive work ethics for First Nations/Aboriginal students. Build their capacity through knowledge and skills, structure, routine and healthy boundaries.
- Recognize emotional struggles of individual students at early stages and connect with services. Follow up the progress of each individual annually.

Begin to:

- Start reviewing career plans in grades 7, 8 and 9 for students and parents. The Graduation Program begins at grade 10.
- Promote excellence in all areas of life and teach students organizational skills and ways of coping with stress.
- Create an Aboriginal Leadership Program in Secondary Schools and have students become young leaders and mentors. Consider pairing them up with students at grades 6 and 7 to assist with transition to HSS.

Objective 2.2: *To improve student success in school by increasing their motivation level, commitment to education, confidence, and ability to look ahead in order to achieve graduation.*

Continue to:

- Encourage student contact with school Career Counsellors for career planning and options. Expect students to have a 2-year plan in place post graduation.
- Promote and teach what it takes to be successful in school, i.e. being organized, taking extra time to study, completing all work and ensuring students understand the material given to them and doing their best.

Begin to:

- Encourage Bands to articulate goals and jobs for their students that are available now and in the future.
- Increase student success by encouraging students to do better on their own personal level and to have confidence and empowerment to learn to use their voice.
- Communicate to parents and communities the requirements for Post-Secondary Education.

Objective 2.3: *To provide advice, support and the essential resources to support all students in achieving their academic and life goals.*

Continue to:

- Follow through with continuation of students' learning goals through transitions.
- Engage parent, family and community involvement and commitment to supporting and facilitating learning for all our First Nation/Aboriginal students towards increased graduation completion rates.
- Bring role models from the communities into the schools to meet students and give messages as older guides.
- Promote the achievement of our students to graduation, post-secondary education and to accomplish their goals.

Begin to:

- Give examples of First Nations People who have gone on to Post Secondary Education and present their qualities.
- Collect a history of successful graduates from our Communities with their stories and career paths.
- Have an annual meeting with Community Education Coordinators, FNSW's, counsellors and parents to review student programs and requirements.

GOAL 3 **WAYS OF KNOWING** - to improve Aboriginal students understanding of who they are and where they have come from.

Objective 3.1: *To appreciate and understand that our First Nations/Aboriginal students have unique strengths in learning and acquiring knowledge.*

Continue to:

- Recognize and identify barriers specific to gender in key areas and address changes towards improvement.
- Offer presentations on Personalized Learning throughout the First Nation Bands.
- Schedule Quarterly Meetings between First Nation Bands and schools to discuss their students.

- Recognize Aboriginal history, including Residential School impacts, and the challenges that arise for individual students and families.

Begin to:

- Invite students to participate at Collaborative Meetings to share their ideas and suggestions.
- Incorporate the implementation of a First Nations Parent Club in Agassiz, Hope and Boston Bar.
- Have a simplified history of First Nations/Aboriginal people as a resource to present to all staff

Objective 3.2: *Implement through awareness and collaborative opportunities, information on effective teaching and learning strategies for First Nations/Aboriginal students.*

Continue to:

- Offer information on First Nation/Aboriginal history, culture and traditions throughout the school district.
- Issue copies of school newsletters and District Dialogue to all First Nations Bands for the parents/guardians and community members.

Begin to:

- Dedicate awareness and collaborative opportunities for school staff at staff meetings and after-school sessions.
- Involve families by developing programs designed to involve both students and parents/guardians.
- Hold workshops to educate parents/guardians and students on better working skills.
- Hold workshops by Aboriginal Employment Counsellors towards career planning, good work ethics, time management, goal setting and drivers' education training.

Objective 3.3: *To promote and use locally developed resources and curriculum across the subject areas.*

Continue to:

- Recognize all First Nations culture, traditions and worldview and promote and incorporate them into school curriculum throughout the school district.

- Include all students when there is a First Nations/Aboriginal role model or presentation in their school to enhance their knowledge and appreciation.
- Promote and motivate teachers to include First Nations topics, components and current events into their classrooms.

Begin to:

- Host gatherings, workshops and communication processes at local First Nation Communities, e.g. Longhouse/Big House at Sts'ailes.
- Promote understanding of First Nations history and incorporate residential school curriculum for all students and staff at all schools.
- Acknowledge and support the Halq'emeylem and Nlaka'pamux languages being taught throughout the school district.

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

Goals 1 and 2						
Measure	Baseline 2010/11	Baseline 2011/12	2012/2013	2013/2014	2014/2015	2015/2016
Grade to Grade Transitions	88.3%					
Hope (HSS)	90.5%					
Agassiz (AESS)	87.8%					
Boston Bar	Msk					
District All Students	92%					
District Grade 8-9 (Aboriginal students Grade 8-9)	95% (93%)					
District Grade 9-10 (Aboriginal students Grade 9-10)	90% (81%)					
District Grade 10-11 (Aboriginal students Grade 10-11)	94% (94%)					
District Grade 11-12 (Aboriginal students Grade 11-12)	82% (73%)					

Grade to grade transition identifies the percentage of students who successfully move to the next grade.

Goal 1						
Measure – 6 yr Completion & Grad. Rates	Baseline 2010/11	Baseline 2011/12	2012/2013	2013/2014	2014/2015	2015/2016

6 Year Completion Rates (District) All Students	73.6%					
6 Year Completion Rate (District) Aboriginal Students	50%					
Hope Aboriginal Students (Grad Rate)	95%					
Agassiz Aboriginal Students (Grad Rate)	88%					
Boston Bar Aboriginal Students (Grad Rate)	Msk					
District (Grad Rate)	93%					

Six year completion rate identifies the percentage of students who achieve graduation within a 6 year period of registering in grade 8. **Graduation Rate** is the percentage of students registered in grade 12 who achieve graduation that year.

The AEC would like to track Student Success including attendance as part of student success. It was felt that missing more than 10 days of a course affects success of a student in that course. Note: for all tables where there are 5 or less students in a category it will be masked (Msk).

Goals 1 and 2						
Measure – Attendance (Aboriginal # of students in course) [Aboriginal # students missing more than 10 days in the course] {Aboriginal # students missing more than 10 days of the course who passed the course]	Baseline 2010/11	Baseline 2011/12	2012/13	2013/14	2014/15	2015/16
English/Language Arts 7	() [] { }	() [] { }				
Math 7	() [] { }	() [] { }				
English 8	() [] { }	() [] { }				
Math 8	() [] { }	() [] { }				
English 9	() [] { }	() [] { }				
Math 9	() [] { }	() [] { }				

English 10	() [] { }	() [] { }				
Math 10 (preCalc)	() [] { }	() [] { }				
Math 10 (App&WkPl)	() [] { }	() [] { }				
English 12	() [] { }	() [] { }				
Communications 12	() [] { }	() [] { }				

Goal 2						
Measure – Gr. 10 English	Baseline 2010/11	Baseline 2011/12	2012/2013	2013/2014	2014/2015	2015/2016
Total Gr. 10 student #'s (Assigned a Blended Mark)	152 (138)					
Aboriginal total Gr. 10 #'s (Assigned a Blended Mark)	50 (42)					
% English 10 C+ or Better, all students	47% (65)					
% English 10 C+ or Better, Aboriginal students	45% (19)					
Hope (HSS) Gr. 10 #'s (Aboriginal)	74 (25)					
Hope (HSS) – Aboriginal C+ or Better	50% (9)					
Agassiz (AESS) Gr. 10 #'s (Aboriginal)	63 (22)					
Agassiz (AESS) – Aboriginal C+ or Better	48% (10)					
Boston Bar Gr. 10 #'s (Aboriginal)	Msk (Msk)					
Boston Bar – Aboriginal C+ or	Msk					

Better						
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Percentage of students with English 10 mark of C+ or better identifies the students who are achieving at greater than 67% for English 10.

Goal 2						
Measure – Gr. 10 Math	Baseline 2010-11	Baseline 2011-12	2012-13	2013-14	2014-15	2015-16
Total Gr. 10 student #'s (# Assigned Blended Mark – Math pre.Calc)	152 (86)					
Total Gr. 10 student #'s (# Assigned Blended Mark –Math 10 App.& WkPI)	152 (54)					
Aboriginal total Gr. 10 #'s (#Assigned Blended Mark Math 10 –pre.Calc)	50 (28)					
Aboriginal total Gr. 10 #'s (#Assigned Blended Mark –Math 10 App.&WkPI)	50 (15)					
% Math 10 (pre.Calc) C+ or Better, all students	43% (37)					
% Math 10 (pre.Calc) C+ or Better, Aboriginal students	36% (10)					
% Math 10 (App.&WkPI) C+ or Better, all students	39% (21)					
% Math 10 (App.&WkPI) C+ or Better, Aboriginal students	47% (7)					
Hope (HSS) Gr. 10 #'s (Aboriginal)	74 (25)					
Hope (HSS) – Math 10 (pre.Calc) Aboriginal C+ or Better	36% (4)					
Hope (HSS) – Math 10 (App.&WkPI) Aboriginal C+ or Better	46% (6)					

Agassiz (AESS) Gr. 10 #'s (Aboriginal)	63 (22)					
Agassiz (AESS) – Math 10 (pre.Calc) Aboriginal C+ or Better	44% (20)					
Agassiz (AESS) – Math 10 (App.&WkPl) Aboriginal C+ or Better	Msk					
Boston Bar – Math 10 (pre.Calc) Aboriginal C+ or better	-					
Boston Bar – Math 10 (App.&WkPl) Aboriginal C+ or better	-					

Goal 2						
Measure – English 12 & Communications 12	Baseline 2010/11	Baseline 2011/12	2012/13	2013/14	2014/15	2015/16
Total Gr. 12 student #'s (# Assigned a Blended Mark – English 12 & Com.12) * see note at bottom of table	213 (94)					
Aboriginal total Gr. 12 #'s (#Assigned a Blended Mark)	86 (23)					
% English 12 C+ or Better, all students	57% (54)					
% English 12 C+ or Better, Aboriginal students	39% (9)					
Com.12 – students assigned a final blended mark (of total registered)	213 (26)					
Com. 12 – Aboriginal students assigned a final blended mark (of total registered)	86 (14)					
%Com. 12 – all students C+ to A	46% (12)					

%Com. 12 – Aboriginal students C+ to A	29% (4)					
Hope (HSS) Gr. 12 #'s (Aboriginal)	75 (26)					
Hope (HSS) – Eng. 12 C+ or Better	79% (42)					
Hope (HSS) – Eng. 12 Aboriginal C+ or Better	77% (10)					
Hope (HSS) – Com. 12 C+ or Better	70% (7)					
Hope (HSS) – Com. 12 Aboriginal C+ or Better	Msk					
Agassiz (AESS) Gr. 12 #'s (Aboriginal)	61 (20)					
Agassiz (AESS) – Eng. 12 C+ or Better	46% (19)					
Agassiz (AESS) – Eng. 12 Aboriginal C+ or Better	20% (2)					
Agassiz (AESS) – Com. 12 C+ or Better	45% (5)					
Agassiz (AESS) – Com. 12 Aboriginal C+ or Better	Msk					
Boston Bar Gr. 12 #'s (Aboriginal)	Msk (Msk)					

English 10, Math 10, English 12 and Communications 12 are the courses for which the AEC decided on for the analysis.

* Note: 213 Grade 12 students noted for data purposes includes 75 students at Hope Secondary, 61 students at Agassiz Elem. Secondary and the masked number at Boston Bar Elem. Secondary 136+ students. The balance (approx. 77 students) are Adult or Alternate students.

Goal 1						
Measure – Graduation Program, number of students enrolled in.	Baseline 2010/11	Baseline 2011/12	2012/13	2013/14	2014/15	2015/16
Dogwood Graduation Program (District) for all students.						

Dogwood Graduation Program (District) for Aboriginal students.						
Evergreen Graduation Program (District) for all students						
Evergreen Graduation Program (District) for Aboriginal Students.						

APPENDIX C

1. Effective Communication

Practice	Do	Avoid
Local Systems of Communication	<p>Clearly articulate who talks to whom about student achievement. This will be different from community to community (Hope, Agassiz, and Boston Bar)</p> <p>Identify and publicize a system of support for First Nation/Aboriginal learners in each school.</p> <p>Ensure early identification of learning difficulties and develop a response plan with student, family and community.</p> <p>Direct teacher to family communication is most effective when specific interventions are identified.</p> <p>Track results, stories and successes.</p>	<p>Relying on written interim reporting as the way to communicate.</p> <p>Only communicating through the F.N.S.W's.</p> <p>Assuming that communication strategies work the same for all learners.</p>

Practice	Do	Avoid
Collaboratively Planned Interventions	<p>Involve family and community supports in developing intervention strategies for at-risk students.</p> <p>Use Quarterly Meetings to discuss student progress and specific strategies for improvement if required.</p>	<p>Feeling that the teacher and/or school are on their own to intervene on issues of student learning.</p>

2. Middle Years Learning

Practice	Do	Avoid
Effective Transitions from Primary to Intermediate Grades	<p>Ensure that teachers discuss the learning strengths of each learner as they progress from year to year.</p> <p>Involve the student’s family in the process of transition with emphasis on helping the learner adjust and feel welcomed.</p>	<p>Prioritizing high school preparation as the mission of the middle years.</p> <p>Limiting transition efforts to those that just involve students.</p>

3. Ways of Knowing and Learning

Practice	Do	Avoid
Aboriginal World View	<p>Understand that Stó:lō, Nlaka’pamux and Yale learners have unique strengths in learning and acquiring new knowledge.</p> <p>Concentrate Professional Development on effective teaching and learning for First Nation learners.</p> <p>Use locally developed resources and curriculum across the subject areas.</p>	<p>Believing that all learners are the same in the way they acquire new understandings.</p> <p>Treating First Nation/Aboriginal culture as a historical entity.</p>

Practice	Do	Avoid
Recognizing Distinctness and Diversity	<p>Do acknowledge the diversity within any cultural grouping.</p> <p>Do acknowledge the distinct and unique differences amongst Aboriginal nations.</p> <p>Do ensure that the history of Aboriginal peoples reflects change over time and does not simply assign Aboriginal peoples to a place 'frozen in time' in the distant past.</p>	<p>Don't use more general Aboriginal peoples when the context calls for more specificity, i.e. naming the nations.)</p> <p>Don't assume that all Aboriginal peoples interacted with others in the same way.</p> <p>Don't assign 'expert' knowledge of Aboriginal peoples and their cultures to someone just because <i>they are Aboriginal</i>.</p>

LEGEND:

<i>Quick Scale</i>	Ministry guide to Social Responsibility
<i>PAC</i>	Parent Advisory Council
<i>P/VP</i>	Principals/Vice-Principals
<i>DART</i>	District Assessment of Reading Team
<i>DERAIT</i>	District Early Reading Assessment Instrumental
<i>FSA</i>	Foundation Skills Assessment
<i>Report Card Marks (Meets/Exceeds)</i>	C+ and above
<i>New Measure</i>	Not previously tracked or tracked in a different form
<i>FNSW</i>	First Nations Support Workers
<i>AEC</i>	Aboriginal Education Council
<i>HSS</i>	Hope Secondary School