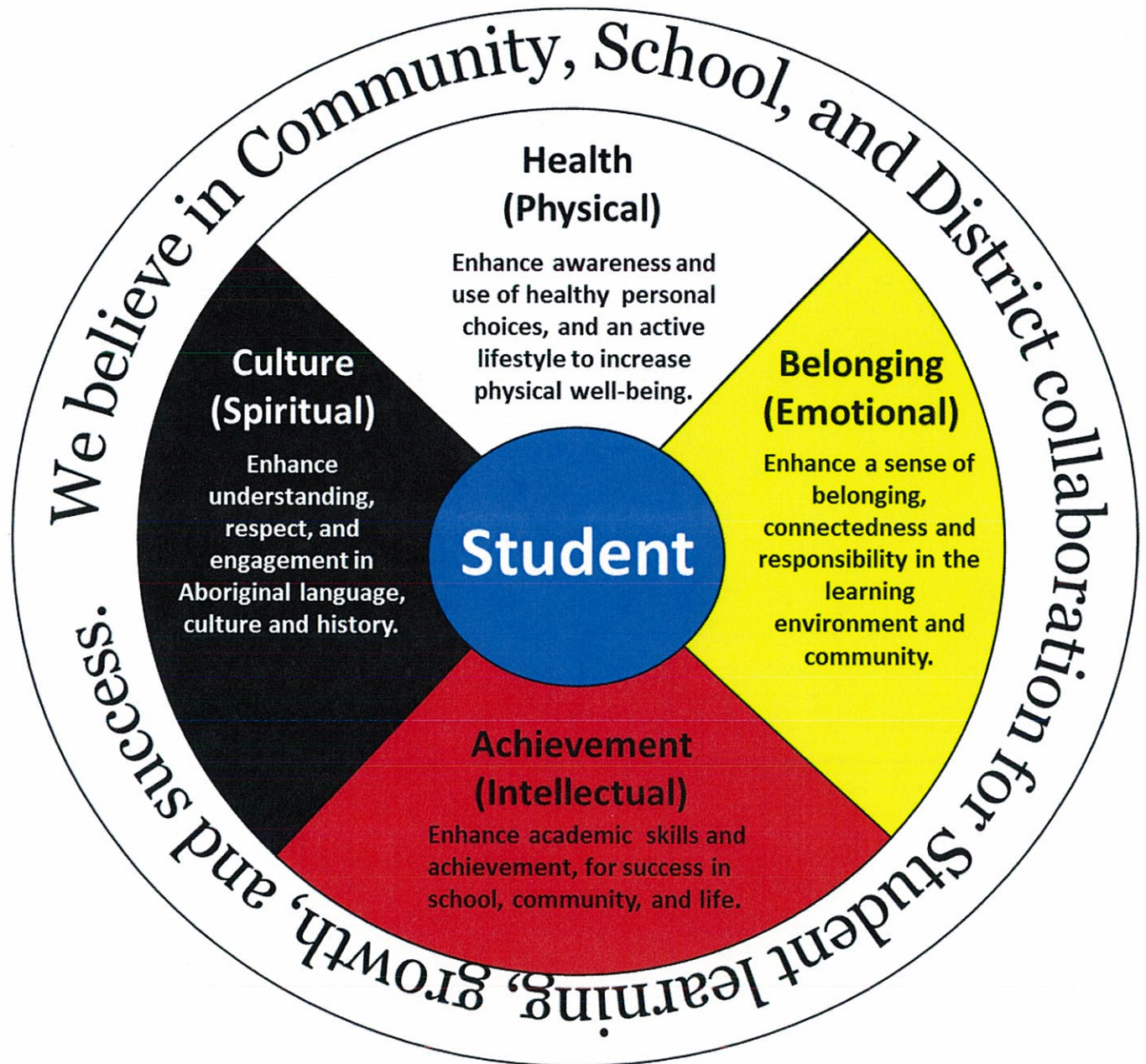
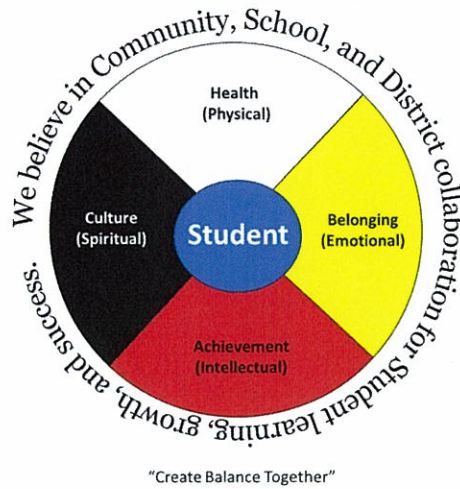


# Aboriginal Education Enhancement Agreement

January 2014 to June 2019



“Create Balance Together”



## Memorandum of Agreement

Aboriginal Education Enhancement Agreement, January 2014 to June 2019

Between


School District No. 48 (Sea to Sky) Board of Education

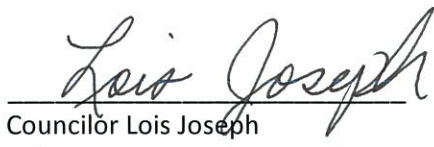
Squamish, Lil'wat, N'Quatqua, Samahquam, Skatin, Xa'xtsa Nations, Métis, Inuit & Off-reserve


And


British Columbia Ministry of Education

We, the undersigned, recognize and honour our shared responsibility for the success of all Aboriginal students in Sea to Sky School District. Further, we agree that the terms of the attached Aboriginal Education Enhancement Agreement will signify our collective intent to work together in a relationship of mutual respect and strength of purpose that will result in positive outcomes for all Aboriginal learners in our School District.

  
 Councilor Josh Joseph  
 Squamish Nation

  
 Councilor Lois Joseph  
 Lil'wat Nation


  
 Chief Harry O'Donathy  
 N'Quatqua Band

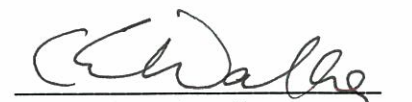
  
 Councilor Alexis Paull  
 Samahquam Ucwalmicw

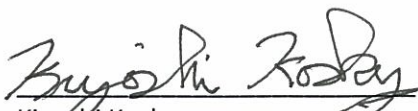
  
 Chief Patrick Williams  
 Skatin Nations

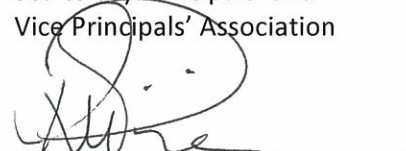
  
 Chief Don Harris  
 Xa'xtsa

  
 John Hamill  
 Métis, Inuit & Off-reserve

  
 President, Paul Lorette  
 Sea to Sky Principals' and  
 Vice Principals' Association

  
 President, Carl Walker  
 Sea to Sky Teachers' Association

  
 Kiyoshi Kosky  
 Canadian Union of Public  
 Employees 779

  
 Chairperson, Rick Price  
 School District No. 48 (Sea to Sky)  
 Board of Education

  
 Colleen Hannah  
 BC Ministry of Education



**Aboriginal Education Enhancement Agreement**  
**School District No. 48 (Sea to Sky)**  
**January 2014 to June 2019**  
“Creating Balance Together”

**PREAMBLE**

The Sea to Sky School District recognizes and acknowledges the N’Quatqua, Lil’wat and Squamish Nations, in whose traditional territories we live, learn, and work.

School District No. 48 (Sea to Sky) acknowledges and thanks our communities and district educational partners for sharing their voices during the process of renewing our Aboriginal Education Enhancement Agreement. All Goals, Rationales, and Objectives in this document are derived from community feedback, research, data and/or past experiences.

The spirit of this Agreement is that communities, schools, and the District will continue to work together to enhance student learning, growth, success and on-going improvements over time.

This Enhancement Agreement, between the Aboriginal people in Sea to Sky and School District No. 48, recognizes the importance of having all students achieve success in the context of intellectual, physical, emotional and spiritual realms.

The intent of this Agreement is to engage School District employees, First Nations, Metis and Inuit peoples, students, parents, families and communities, in further collective effort toward Aboriginal student success.

**OUR JOURNEY**

**Where we have come from**

Our first Enhancement Agreement focused on building collaborative working relationships between the local Aboriginal communities and the School District, and effective structures to enhance Aboriginal Education in Sea to Sky School District. Achievements included:

- District Principal, Aboriginal Education established
- Shared Learnings Committee
- Shared Learnings Aboriginal Education rubric
- School Improvement Plans incorporate Enhancement Agreement goals
- District Aboriginal Student Success Completion Advisors
- Aboriginal Support/Outreach/Culture and Language Workers
- Protocol Agreement for Communication and Collaboration
- Aboriginal Council and Committee Terms of Reference
- Increased six-year Dogwood completion rate
- Increased transition rate for all grades

**Process for developing new EA**

To begin development of a second Enhancement Agreement (EA), the Aboriginal Education (ABED) Committee created research questions for our communities and educational partners. The questions explored strengths, opportunities, challenges, skills required, necessary evidence, and proposed future actions for Aboriginal students’ success.

Input sessions were held in the Aboriginal communities within SD48. We also gathered input from our off-reserve Aboriginal parent population, Aboriginal workers, and youth. The following organizations gathered input from their members: Sea to Sky Teacher Association (SSTA), CUPE 779, and Sea to Sky Principals and Vice Principals Association (STSPVP). The School District also developed an online survey using Thought Stream released in three phases to provide another method for input.

The feedback was reviewed by the ABED Committee which organized common themes into a medicine wheel format. A sub-group of the ABED Committee was then created to write the EA. The EA Writing Team consisted of representatives from the Aboriginal communities, SSTA, STSPVP, and the School District.

After several cycles of EA development, the ABED Committee and the ABED Council reviewed, sought input and provided feedback to the drafts. The draft EA was shared with the schools twice during the process through our Shared Learnings teacher contacts. Nearing the final stages a BC Ministry of Education representative joined the process.

The EA approval process took approximately two months for each Aboriginal community, Educational Partner, ABED Council, BC Ministry of Education, and School District No. 48 Board of Education to review and approve the document. On January 23<sup>rd</sup>, 2014, community members and educational partners gathered to celebrate the signing of the second Aboriginal Education Enhancement Agreement for School District No. 48.

### Where we want to go

We recognize the value of existing Enhancement Agreement structures. We would like to maintain current structures, see future expansion of them, and develop more protocol agreements. This Enhancement Agreement builds on initial accomplishments and seeks to be more inclusive of all aspects of each child, as we work together to encourage balance and preparedness for life. Areas of focus are:

- Culture (Spiritual)
- Belonging (Emotional)
- Achievement (Intellectual)
- Health (Physical)

### GUIDING PRINCIPLES

We believe it is important to:

*Build relationships* between educators, District staff, Aboriginal students, parents, and community members, these relationships being critical to Aboriginal students becoming more engaged learners in schools.

*Communicate effectively* with, and engage Aboriginal students, parents, community members, educators, and District staff through a commitment to careful listening, and multiple opportunities for consultation and/or collaboration.

*Improve cultural awareness* through planned activities and actions wherein educators and District staff continue to learn about Aboriginal worldviews, values, cultures, languages, and histories, and continue to build mutual understanding and respect.

*Enhance partnerships* between educators, District staff and Aboriginal communities, to ensure meaningful and successful education for our Aboriginal students.



## **GOAL STATEMENT Culture (Spiritual)**

### **1. Enhance understanding, respect, and engagement in Aboriginal language, culture and history.**

#### **RATIONALE**

Aboriginal students benefit from knowledge and respect for who they are as Aboriginal persons, helping to develop self-esteem and success in public education and in their lives. The use of local resources provides students with context and relevance that inspires and motivates them to serve their communities and to positively interact with their environment. It is also important for all students to learn about the history, the rich cultures, and the languages of the First Peoples of Canada.

#### **OBJECTIVES**

**We will help students to:**

- 1.1 Understand, respect and advocate for Aboriginal culture, language, history, traditions and beliefs
- 1.2 Integrate traditional teaching and values into students' learning and lifestyles
- 1.3 Enhance identity of the Aboriginal learners through real life experiences and exploration of Aboriginal land, history and culture

#### **EVIDENCE OF SUCCESS**

Baseline data will be determined after collecting and analyzing the results as indicated in the Performance Indicators section (Appendix A). Actions will be reviewed on an annual basis.

## **GOAL STATEMENT Belonging (Emotional)**

### **2. Enhance a sense of belonging, connectedness and responsibility in the learning environment and community.**

#### **RATIONALE**

We believe that a student's sense of belonging and connectedness is fundamental to his or her success and overall well-being. When Aboriginal communities are welcomed, respected, and included, through their cultures and values being embedded in the school, students feel connected and inspired to be successful in school and in their community, and their capacity for resilience is increased.

#### **OBJECTIVES**

**We will ensure that:**

- 2.1 Aboriginal values and culture are understood, respected and embedded in our schools
- 2.2 Aboriginal students build confidence to express feelings and opinions and offer leadership in the classroom, school, District, and community
- 2.3 Aboriginal students are valued and respected as a part of the school community

#### **EVIDENCE OF SUCCESS**

Baseline data will be determined after collecting and analyzing the results as indicated in the Performance Indicators section (Appendix B). Actions will be reviewed on an annual basis.

## **GOAL STATEMENT Achievement (Intellectual)**

### **3. Enhance academic skills and achievement for success in school, the community, and life.**

#### **RATIONALE**

Aboriginal students should meet and/or exceed grade level expectations in reading, writing, and numeracy. School readiness is critically important to school success. Improved student achievement will lead to a greater number of Aboriginal students who earn Dogwood graduation, progress to post-secondary programs or careers, and become successful members of their communities.

#### **OBJECTIVES**

We will help Aboriginal students to:

- 3.1 Be prepared and supported for their early learning years, ages 0-8
- 3.2 Fully meet or exceed expectations in literacy and numeracy, K-12
- 3.3 Graduate and be post-secondary school or career ready

#### **EVIDENCE OF SUCCESS**

Baseline data will be determined after collecting and analyzing the results as indicated in the Performance Indicators section (Appendix C). Actions will be reviewed on an annual basis.

## **GOAL STATEMENT Health (Physical)**

### **4. Enhance awareness and use of healthy personal choices and an active lifestyle to increase physical well-being.**

#### **RATIONALE**

Health and wellness are essential for student success. Good health and learning are interdependent and students who live healthy lifestyles can participate more fully in their learning. We have included Physical Education course marks and participation as an indicator of success because it is a requirement for graduation, and as part of healthy living we would like to promote successful completion of the course.

#### **OBJECTIVES**

For learning readiness and well-being, Aboriginal students will appreciate the importance of:

- 4.1 Healthy food and rest
- 4.2 Increased physical fitness and activity
- 4.3 Healthy lifestyle choices

#### **EVIDENCE OF SUCCESS**

Baseline data will be determined after collecting and analyzing the results as indicated in the Performance Indicators section (Appendix D). Actions will be reviewed on an annual basis.



## APPENDIX A

### GOAL STATEMENT Culture (Spiritual)

#### 1. Enhance understanding, respect, and engagement in Aboriginal language, culture and history.

##### PERFORMANCE INDICATORS

- Number of Aboriginal and non-Aboriginal students enrolled in the St'át'yemcets and Skwxwú7mesh language programs in elementary and secondary schools
- School targets established through Shared Learnings Aboriginal Education rubric
- Fluidsurveys records of Culture and Language participation
- Satisfaction Survey results from Aboriginal and non-Aboriginal students
  - At school, are you being taught about Aboriginal peoples in Canada?
  - At school, are you being taught the history, language and culture of local Aboriginal people?

##### RECOMMENDED ACTIONS

###### By each School Community:

- facilitate the inclusion of Aboriginal resources at all grade levels and across all subject areas
- increase number of Aboriginal learning resources in schools and school libraries
- provide leadership in bringing Aboriginal perspectives into the schools
- select a teacher to actively participate on the Shared Learnings committee
- annually develop, implement and monitor an Aboriginal target based on the Shared Learnings rubric
- increase the amount of place-based learning with programs and experiences that emphasize Aboriginal knowledge, utilizing resources available within the community
- recognize student participation in cultural activities for school credit
- provide opportunities for local language instruction across all grades
- identify community needs and develop authentic community-based projects
- youth, parents, and community resource people are consulted to identifying the community needs

###### By Aboriginal Education Teams:

- develop and implement BC Ministry of Education-approved local language programs in schools
- develop language resources
- support language instruction through staff development and in-service
- provide learning opportunities to build teachers' capacity to bring Aboriginal content and methods into curriculum
- increase cultural education and awareness for all students and staff
- cross cultural training for Educators/District Staff
- provide workshops/in-service/capacity building for Aboriginal workers
- develop and implement a culturally responsive school rubric
- design and implement a survey administered in Grades 3, 6, 9, 11 to measure attitudes and understanding of Aboriginal history and culture
- use Fluidsurveys to guide programming and resources

## APPENDIX B

### GOAL STATEMENT Belonging (Emotional)

## 2. Enhance a sense of belonging, connectedness and responsibility in the learning environment and community.

### PERFORMANCE INDICATORS

- Aboriginal students:
  - Satisfaction Survey results:
    - a) Do you like school?
    - b) How many adults at your school care about you?
  - Attendance at primary, intermediate, and secondary levels
  - Participating and completing secondary leadership classes
  - Participating (grades 6-12) in school extra-curricular activities

### RECOMMENDED ACTIONS

#### By each School Community:

- use traditional teachings to acknowledge the local territory at school events and meetings
- establish an Aboriginal cultural presence
- create and support opportunities to engage and record students' voices and their perspectives on education in a variety of ways
- inform community members about Aboriginal Education Enhancement Agreement activities occurring at the school
- submit annual school information to the district outlining activities that support the Aboriginal Education Enhancement Agreement
- increase the number of local Aboriginal role models in schools, invite Aboriginal guests/speakers into the schools, and continue to increase the number of Aboriginal teachers throughout the District
- increase connections with Band schools through invitations to activities and celebrations
- provide alternatives to discipline which connect Aboriginal students to the school/community and promote self-worth
- including an advocate(s) when meeting with a student at the school
- use holistic approaches, involving the whole community, to nurture the success of Aboriginal children
- increase the number of school-related meetings held in local Aboriginal communities e.g. PAC meetings, community visits
- create an "Aboriginal Feature" in school newsletters

#### By Aboriginal Education Teams:

- support District Aboriginal Youth Council
- host and expand 24 Hour Drum event to promote Aboriginal Awareness
- provide ongoing staff development in the area of Aboriginal Education
- promote participation in the Provincial Aboriginal Education Conference
- promote the use of signage in local languages
- develop posters of local Aboriginal role models
- host student focus groups to gather information about their sense of belonging
- use Fluidsurveys to guide programming and resources
- track and report involvement in extra-curricular activities



## APPENDIX C

### GOAL STATEMENT Achievement (Intellectual)

### 3. Enhance academic skills and achievement for success in school, the community, and life.

#### PERFORMANCE INDICATORS

- Aboriginal students:
  - Language Arts and Numeracy (K to 3)
  - Reading and Numeracy (Grades 4 and 7)
  - Transition rates from 9-12
  - English and Mathematics course marks and participation
  - 6-Year Dogwood completion rates
  - District-developed completion rates
  - Participating and completing high school trades and apprenticeship programs
  - Satisfaction Survey results:
    - a) Are you satisfied that school is preparing you for a job in the future?
    - b) Are you satisfied that school is preparing you for post-secondary?

#### RECOMMENDED ACTIONS

##### By each School Community:

- support the inclusion of Aboriginal content and ways of knowing in courses, programs, and curriculum
- encourage and support Aboriginal students' participation in courses necessary for graduation, and transition into post-secondary
- recognize and support Aboriginal student opportunities in the trades programs
- explore and increase opportunities for schools to engage in Aboriginal ways of learning
- commit to building success for Aboriginal students in school improvement plans
- encourage teachers to develop inquiry projects focused on Enhancement Agreement goals
- ongoing list of school based, community-based, and Aboriginal community-based resources available, updated yearly

##### By Aboriginal Education Teams:

- maintain Aboriginal Student Success Completion Advisor positions
- design, develop and implement Board Authority Authorized (BAA) courses that support experiential, cultural and lifelong learning
- provide field trip experiences (SFU, UBC, BCIT, CapU, Career Fairs, Youth Conferences) for Aboriginal students
- continue to expand the Aboriginal Education website
- provide Aboriginal academic counseling and encouragement to Aboriginal students and families, including post-secondary requirements
- encourage the sharing of knowledge and experience by local graduates
- hold community meetings about the Graduation Program and different certificates
- use Fluidsurveys to help guide programming and resources

## APPENDIX D

### GOAL STATEMENT Health (Physical)

#### 4. Enhance awareness and use of healthy personal choices and an active lifestyle to increase physical well-being.

##### PERFORMANCE INDICATORS

- Aboriginal students:
  - Participation in extra-curricular sports and active living activities
  - Health related administrative interventions
  - Satisfaction Survey results
    - a) At school, are you learning about how to stay healthy?
    - b) At school, do you participate in activities outside of class hours (for example clubs, dance, sports teams, music)?
    - c) Do you eat enough to be successful at school?
    - d) Do you get enough sleep to be successful at school?
  - Physical Education course marks and participation

##### RECOMMENDED ACTIONS

###### By each School Community:

- access and develop breakfast and lunch programs that provide nutritional food for students in all schools and for all age groups
- increase Aboriginal student participation in activities and educational programs that support and promote healthy choices
- increase communication regarding sporting events, achievements, and opportunities
- encourage Aboriginal students to utilize the gym before school and during lunch hour
- ensure community awareness of the availability of school facilities for after-hours use, as an option for extra-curricular activities such as sporting and cultural events
- encourage sporting events with Band schools
- incorporate Aboriginal games into the Physical Education curriculum
- actively implement strategies that promote healthy living (physical, intellectual, interpersonal)
- promote and provide information for self-care
- provide education on common Aboriginal health issues e.g. obesity, diabetes, eating disorders, hepatitis B, etc.
- whenever possible, provide late bus transportation

###### By Aboriginal Education Teams:

- provide opportunities to learn more about traditional foods
- encourage Aboriginal students to utilize community recreation facilities
- host "Did you know?" parent nights in the Aboriginal communities
- use Fluidsurveys to guide programming and resources