

OUR SECOND ABORIGINAL ENHANCEMENT AGREEMENT

IS BETWEEN

School District No. 60 Peace River North

British Columbia Ministry of Education

Aboriginal Education Advisory Council

June 21, 2016 – 2021

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PREAMBLE

We would like to acknowledge and honour that School District No. 60 resides on Dane-zaa, Treaty 8 territory.

This second, five year Aboriginal Education Enhancement Agreement (EA) represents an ongoing commitment between; First Nations communities, Fort St. John Friendship Society, Fort St. John Métis Society, North East Native Advancing Society, Nenan Dane Zaa Deh Zona Family Services Society, Treaty 8 Tribal Association, Métis Nation BC-A.S.E.T.S., student representatives, parent representatives, elder representatives, Northern Lights College, Peace River North Teacher Association, School District No. 60 (Peace River North) and the BC Ministry of Education. The Enhancement Agreement (EA) has been developed, and will be implemented, with the guidance and approval of the Aboriginal Education Advisory Council (AEAC) and the Aboriginal communities with the vision and spirit of continuously improved educational outcomes, and achieving equity for all Aboriginal students within the School District.

The EA represents an ongoing commitment between the School District, local Aboriginal communities and the Ministry of Education. Through a continuing collaborative partnership between all parties, we commit to improving educational achievement for all Aboriginal students. The six year completion rate of Aboriginal students increased by 12.5% through the efforts of our first EA moving from 42.5% to 55%. It is the intent of this EA to further increase student engagement and close the educational gap between Aboriginal and Non-Aboriginal students.

Aboriginal students often succeed using targeted interventions based on their individual needs and strengths. The emphasis of the new 2016 curriculum will only increase Aboriginal prominence and achievement.

PURPOSE OF THE ENHANCEMENT AGREEMENT

Enhancement Agreements are five-year agreements designed to enhance the education of Aboriginal learners providing opportunities that promote academic success, positive wellness and cultural pride. Our Enhancement Agreement is intended to continually improve the quality of education achieved for all Aboriginal students by providing a framework, partnerships and integrating culturally relevant learning opportunities. The second EA was developed over a year through efforts of our Enhancement Agreement Committee and community Education meetings.

Our intent will be to demonstrate continuous improvement of each goal by reviewing performance indicators annually and strategically targeting interventions. We will track our improvement annually over the five year timeframe. Strategies will be reviewed and maybe revised to ensure they continue to support Aboriginal student success.

MISSION STATEMENT

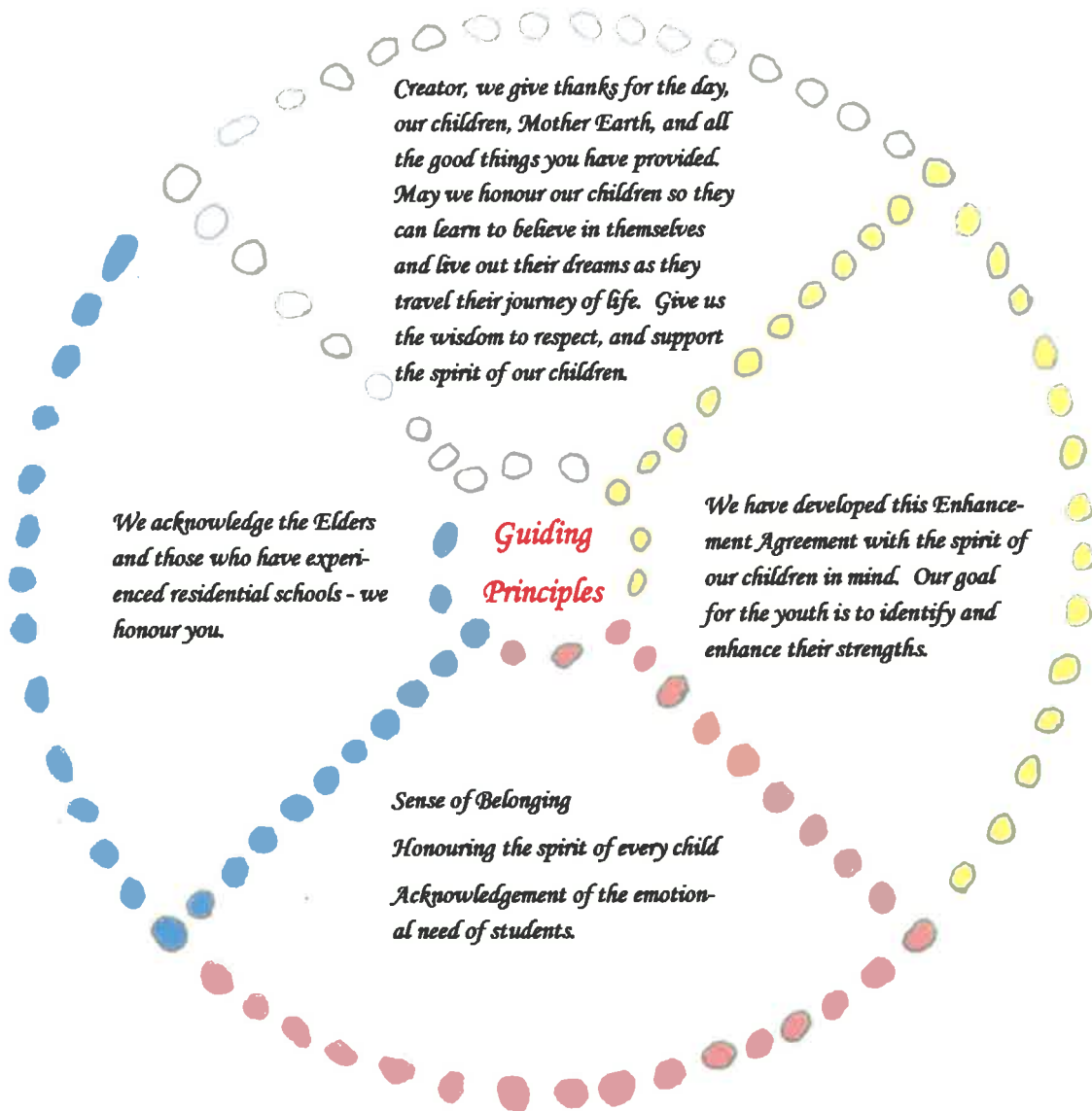
The Enhancement Agreement goal is to have all Aboriginal students graduate to pursue their passions, interests and reach their fullest potential.



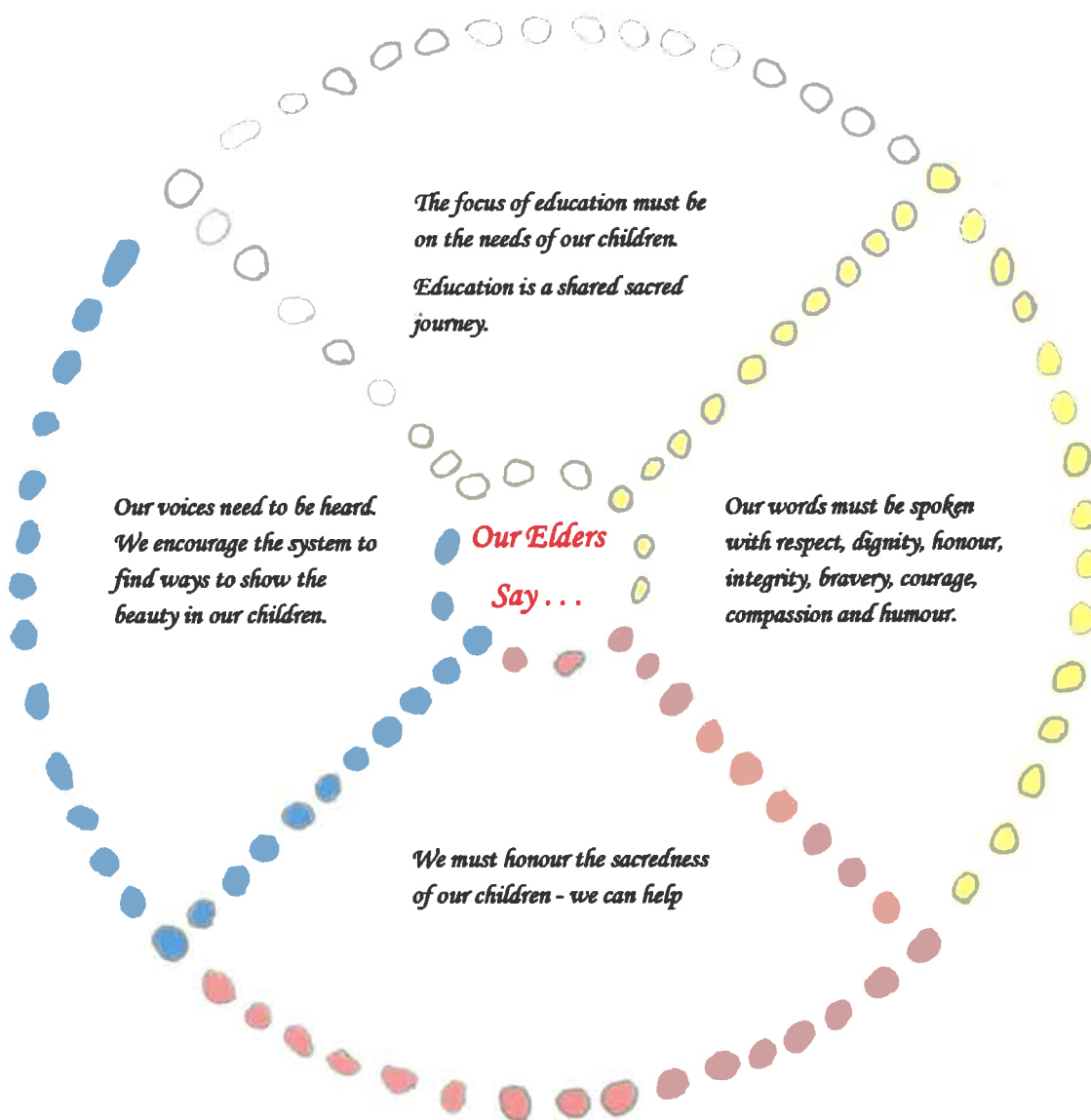
Aboriginal Medicine Wheel

The circle in Aboriginal culture is a significant symbol and influences how some Aboriginal peoples view the world. It represents how all things are connected, aligned and have a continuous interaction with one another. The number four also has great meaning in most Aboriginal cultures. The following subheadings will be displayed in a medicine wheel format.

Guiding Principles



Our Elders Say . . .



Goal 1 Improve the Sense of Well-being of All Aboriginal Students

Rationale:

- A. Dr. Martin Brokenleg asserts that nothing happens until belonging happens. When a crisis happens, the first priority is to stabilize the youth with support, create a connection (Brokenleg, 2009).
- B. The biggest predictor from grade three is their "Sense of Belonging", whether a student will succeed in school (Dr. J. Katz, 2016).
- C. Certain kinds of parental involvement pay handsome dividends: higher student achievement, higher aspirations, better attendance, improved classrooms and school climate, and more positive relationships between parents and teachers (Ziegler, 1987)

Objectives	Performance Indicators
Honouring the spirit and sense of belonging of our Aboriginal students	<ul style="list-style-type: none"> • Sense of belonging survey results
Acknowledge, respect and assist Aboriginal students who need emotional guidance	<ul style="list-style-type: none"> • Students accessing the Aboriginal Student Support Worker program • Attendance • Students making positive choices • Satisfaction Survey results <p>http://www.bced.gov.bc.ca/reports/pdfs/ab_hawd/060.pdf</p>
Parental/Guardian involvement	<ul style="list-style-type: none"> • Parent involvement in district and school events



**Tailoring the Emotional and Learning Needs
of our
Aboriginal Students**

Goal 2 All Students will increase awareness and understanding of local Aboriginal histories and cultures

Rationale:

- A. Truth and Reconciliation Recommendation 63:
We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:
 - I. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
 - II. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history... (pg. 290)
- B. Promotion of Aboriginal languages in School District No. 60 enhances understanding and visibility of Aboriginal culture.
- C. Teachers are a direct link to our students. Teachers are more willing to include Aboriginal content into their classrooms if they feel they are supported and have relevant knowledge.

Objectives	Performance Indicators
Provide continued recognition and support for local languages Dane-zaa and Cree	<ul style="list-style-type: none"> • Attendance/Enrolment in Language course • Language portfolio <ul style="list-style-type: none"> - Track key benchmarks (vocabulary, phrases etc.) for each grade level
Inservice teachers on Aboriginal content	<ul style="list-style-type: none"> • Teachers Aboriginal surveys
Increase opportunities for relevant Aboriginal learning through real life experiences and exploration of Aboriginal land, history and culture.	<ul style="list-style-type: none"> • Students accessing BAA Grade 10 – 12 “Learning from our Elders” • Annual tracking of Cultural Program • Number of hits on district’s web-based resource



Goal 3 To Improve the Academic Success and Graduation Rates of all Aboriginal Students

Rationale:

- A. In order to achieve academic success for our Aboriginal learners we must continue to improve their literacy and numeracy skills.
- B. Aboriginal students need to be made aware of the various educational choices that are available to them in order to make informed decisions about their program and career choices.
- C. There is a direct correlation between higher education, employment rate, higher income and quality of life.

Objectives	Performance Indicators
Improve literacy achievement of all Aboriginal learners.	<ul style="list-style-type: none"> • Provincial Elementary literacy and numeracy assessments • District common assessments • Success rates of Grade 12 language arts courses
Improve numeracy achievement of all Aboriginal learners.	<ul style="list-style-type: none"> • Provincial Elementary literacy and numeracy assessments • District common assessments • Number of Aboriginal students enrolled in upper level Math courses • Math success rates
Aboriginal students to become more aware of educational opportunities.	<ul style="list-style-type: none"> • Number of students involved in trades and work experience courses • Number of students applying for post-secondary
Improve graduation rates for Aboriginal students	<ul style="list-style-type: none"> • Number of Aboriginal Graduates <ul style="list-style-type: none"> - % of students achieving Dogwood - on/off reserve graduation rate, male and female graduation rates



**ACKNOWLEDGEMENT OF School District No. 60
2015-16 ABORIGINAL EDUCATION ADVISORY COUNCIL**

Alannah Kui, Dr. Kearney Parent Rep
Amanda Desjarlais, Duncan Cran ASSW
Amanda Field, Bert Bowes Parent Rep
Angela Milligan, Clearview Parent Rep
Candace Bigfoot, ELC ASSW
Charis Hunter, Halfway River First Nation
Corene Apsassin, Upper Pine Parent Rep
Dan Pope, Métis Elder
Dave Sloan, SD #60
David Christie, Northern Lights College
Deanne McLeod, NENAS
Iris Lepine, Elder

Jacqueline Alderking, FSJ Métis Society
Jennifer Roe, Ecole Central Parent Rep
Linda Defresne, MNBC A.S.E.T.S.
Lynn Harvey, Treaty 8 Tribal Assoc.
Margaret Davis, Doig River First Nation
Maxine Mease, FSJ Friendship Centre
Pat Jansen, Aboriginal Education Centre
Patsy Greyeyes, Blueberry River First
Nations
Richard Hall, NENAN Dane_zaa Deh Zona
Family Services Society
Yvonne Clarke, Hudson's Hope Parent Rep

Aboriginal Education Advisory Council Alternates

Margrit Carter, NENAS



ACKNOWLEDGEMENT OF Enhancement Agreement Committee 2015-16

We would like to acknowledge the many community members who contributed to the development of this Agreement during the meetings held in 2015-16; and the hard work of the following members of the Enhancement Agreement Committee.

Aboriginal Organization Representatives

Linda Defresne, Métis Nation BC A.S.E.T.S.

Maxine Mease, Fort St. John Friendship
Centre Society

David Christie, Northern Lights College

Lynn Harvey, Treaty 8 Tribal Association

Charis Hunter, Halfway River First Nation

Richard Hall, Nenane Deh Zaa
Family Services Society



Student or Parent Representatives

Jennifer Roe, Central Parent

Monisha Bigfoot, North Peace Senior Student

Peace River North Teachers Association Representatives

Michelle Wiebe, President Peace River North Teachers Association

Josie Gauthier, Aboriginal Representation Peace River North Teachers Association

School District No. 60 Representatives

Ida Campbell, School District Board Chair

Erin Evans, School District Trustee

Dave Sloan, Superintendent

Pat Jansen, District Principal Aboriginal Education

Randy Pauls, Principal North Peace Secondary School

Griff Peet, Principal Clearview School

Laurie Wright, Principal Baldonnel School

Wes McKnight, Principal Dr. Kearney Middle School

Barb Tripp, Aboriginal Student Support Worker Charlie Lake School

Candace Bigfoot, Aboriginal Student Support Worker Energetic Learning Campus

Mandie Cote, Aboriginal Student Support Worker Clearview School

The 2016-2021 Enhancement Agreement was created in partnership with the above participants. There were eleven Enhancement Agreement subcommittee meetings.

IMPLEMENTATION OF THE ENHANCEMENT AGREEMENT

This Enhancement Agreement will be monitored by representatives of School District No. 60 Peace River North, BC Ministry of Education and School District No. 60 Aboriginal Education Advisory Council. The former will ensure targets and strategies remain reasonable and attainable. The Aboriginal Education Advisory Council will meet to review the Enhancement Agreement during their two annual budget meetings.

The Enhancement Agreement Committee has agreed to meet throughout the year to review and provide recommendations to the Aboriginal Education Advisory Council of any revisions to the Enhancement Agreement. An annual report will be submitted each year to the Aboriginal Education Advisory Council, the Board of School Trustees Peace River North, local Aboriginal communities and the Ministry of Education.

APPENDIX 1. Strategies

The following list of strategies corresponding to each goal will be used to support our Enhancement Agreement. The EA is a living document; therefore these strategies may be revised during the duration of this agreement.

Goal 1: Improve the Sense of Well-being of all Aboriginal Students

- Increase ASSW parent contact through communication
- Promoting the use of Healing Circle (Restorative Justice) within the School District
- Regular Band Education meetings
- Workshops for healthy living and relationship
- Continue supporting the HEROES strength-based program
- Implementation of Tribes program, train the trainer position
- Staying in school awareness
- Residential School awareness
- Tracking trends
- Continue Transition Coach student mentorship program
- Increase behavior support through circle talks
- Increase parental involvement; i.e. participation in Aboriginal Education Advisory Council representatives
- Continued parental involvement in our after school cultural programs
- District Cultural Support Worker to continue to offer Seven Teachings
- Aboriginal Middle School & Secondary Counselor will;
 - provide wellness counselling for students
 - continue to enhance self-esteem and positive self-identification with culture by sharing cultural teachings and ceremonies
 - provide healthy relationship group work
 - support middle school Frontier Horsemanship program
 - continue to provide leadership and support for Hand Drumming program
 - become trained as a Tribes facilitator and support the implementation of the program in our district
 - offer workshops on; suicide awareness, residential school, healthy relationships
- Aboriginal Youth Care Worker will;
 - provide counselling to elementary students
 - incorporate traditional arts and crafts into counselling sessions
 - facilitate medicine wheel and self-care workshops
 - use art therapy activities for enhancing student well being
 - support students with suicide ideation and abuse issues
 - refer students and parents to outside agencies
 - facilitate a girls group which focuses on wellness, and preadolescent issues
 - promote physical wellness activities

Goal 2: All students will increase awareness and understanding of local Aboriginal histories and cultures

- Aboriginal Ed Centre website to include relevant local Aboriginal resources to support staff and teachers
- Increase grade level resources
- Increase community member participation
- Local Cultural Resource people list to be created and shared
- Develop resources that match with guest speaker
- Develop and share protocol for Aboriginal guest speakers
- Evaluating student impact and engagement of increased First Nation languages (Dane-zaa & Cree) learning opportunities
- Students to learn basic languages and phrases
- Continue to support district wide learning through celebrating Doig Day in partnership with Doig River First Nation
- Handgames Tournament to be expanded to middle/high schools, similar to that of elementary once a year
- Aboriginal specific days are to be acknowledged and celebrated: Orange Shirt Day, Louis Riel Day, and National Aboriginal Day
- District cultural Support Worker
 - Métis Cultural activities
 - plants and Medicine
 - seasons
 - First Nations Artifact Traveling Museum
 - First Nations Governance
 - fur Trade
 - continue to create lessons pertaining to the core competencies in the new curriculum

Goal 3: To improve the academic success and graduation rates of all Aboriginal students

- Provide Aboriginal bursaries for high academic and career success to graduating students
- Aboriginal Middle school & Secondary Counsellor will continue as a member of the Regional Science Fair committee
- Early learning speech, cultural and language program, "Moe the Mouse" will be supported in partnership with Learning Services
- Transition Coaches focusing on supporting Grade 9-12 Aboriginal students, specifically on transitioning and math
- Transitioning models to be created and used for students changing schools, new teachers, elementary-middle-high school transitions, and post-secondary
- Update Aboriginal Education library to provide current and relevant resources for staff and community
- Provide field trips on the land as per requested by teachers
- Infuse relevant local Aboriginal content into curriculum K-12
- Aboriginal Student Support Workers in each school with identified Aboriginal students to provide academic support
- Work with District Principal of Curriculum and Assessment to promote, the BAA "Learning With Our Elders" Grade 10-12, 4 credit course.

APPENDIX 2. ACRONYMS

Aboriginal Education Advisory Council	AEAC
Aboriginal Education Centre	AEC
Aboriginal Education Principal	AEP
Aboriginal Student Support Worker	ASSW
Peace River North	PRN
Peace River North Teacher's Association	PRNTA
School District No. 60	SD#60
School District No. 60 – School Board	Board
School Improvement Plans	SIP's

Memorandum of Agreement

This Aboriginal Education Enhancement Agreement has been developed to improve the success of all Aboriginal students who are served by Peace River North School District.

BETWEEN

BC Ministry of Education

AND

Peace River North School District No. 60

AND

Aboriginal Education Advisory Council Peace River North

"Creator we give thanks for the day, our children, mother earth and all good things you have provided. Watch over us and guide this document as we work together for our children."

Agreed to this 21st day of June 2016, Fort St John, BC

Memorandum Signatories include:



Colleen Hannah
Enhancement Agreement Coordinator
Ministry of Education



Ida Campbell
Chairperson Board of Education
Peace River North, School District No. 60



Linda Dufresne
Métis A.S.E.T.S.
Fort St John, Aboriginal Education Advisory Council