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Campbell River School District

ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT

Submitted by Greg Johnson, District Principal of Aboriginal Education

2009 - 2014



This third Aboriginal Education Enhancement Agreement affirms a deep commitment to honouring a partnership and pathway for continued improvement in the achievement of all Aboriginal students.

This Aboriginal Education Enhancement Agreement proudly acknowledges a formal relationship of trust and shared responsibility focused on attaining success for all Aboriginal students.

Aboriginal Education Enhancement Agreements are founded on the principles that have been developed by the Ministry of Education recognizing that Enhancement Agreements...

- Are intended to continually improve the quality of education achieved by all Aboriginal students;
- Support strong cooperative, collaborative relationships between Aboriginal communities and school districts;
- Provide Aboriginal communities and districts greater autonomy to find solutions that work for Aboriginal students, the schools and the communities; and
- Require a high level of respect and trust to function.

The Aboriginal Education Advisory Council (AEAC) is a partnership between the We Wai Kai First Nation, Wei Wai Kum First Nation, Kwiakah First Nation, Xwémalhkwu First Nation, Klahoose First Nation, Kwakiutl District Council, North Island Metis Association, Laichwiltach Family Life Society, Nu-u-Chah-Nulth Tribal Council and School District 72.



This Aboriginal Education Enhancement Agreement has been developed and will be implemented with the guidance and approval of the Aboriginal Education Advisory Council with the vision and spirit of improving the educational performance of all Aboriginal learners within the school district's jurisdiction.

The Aboriginal Education Advisory Council and School District 72 acknowledge and honour the ongoing relationship that exists with the First Nations within whose traditional territories they operate. They also respectfully recognize and honour the historical and critical importance indigenous peoples place on the preservation of their language and culture.

Further, they recognize the primacy of each First Nation's language and culture within its traditional territory. This Aboriginal Education Enhancement Agreement is inclusive of all people of Aboriginal ancestry and supports their commitment to the preservation of their language and culture. This Aboriginal Education Enhancement Agreement wishes to acknowledge and honour Liqwala as the principal language of this territory and School District 72, and will continue to support the development of its programs and curriculum. The Aboriginal Education Advisory Council and School District 72 are committed to supporting the development of Aboriginal language programs and honours the school district's special relationship with the:



- Klahoose people
- Member Nations of the Kwakiutl District Council
- Laichwiltach people
- Métis people
- Member Nations of the Nu-u-Chah-Nulth Tribal Council
- Xwémalhkwu people
- All other Aboriginal peoples who reside within SD 72

Notwithstanding the aforementioned obligations the Aboriginal Education Advisory Council acknowledges the collective responsibility for the success of all Aboriginal learners attending school in School District 72. In respect and honour of all Aboriginal people we intend, with their participation and wisdom, to develop appropriate and meaningful educational programs for the benefit of all Aboriginal learners.

The Campbell River School District is committed to ensuring that Aboriginal students receive a quality education, one that prepares them to lead successful, productive and healthy lives while enhancing their Aboriginal identity through language and culture programs.

In 1999, in recognition of limited success in British Columbia schools for Aboriginal students, the Campbell River School District and local Aboriginal communities developed one of the first Local Education Improvement Agreements in the province. This first, five-year agreement was aimed at closing the performance gap between Aboriginal and non-Aboriginal students. A second Aboriginal Education Enhancement Agreement (2004 – 2009) reaffirmed the commitment to continued Aboriginal student success by focusing on the importance of ensuring Aboriginal students remain connected to their identity through language and culture. Emphasis was also given to maintaining and improving levels of literacy and numeracy achievement during the intermediate and middle school years and to increasing the number of Aboriginal graduates from high school.

The third Aboriginal Education Enhancement Agreement will continue to build on the successes of the previous Aboriginal Education Enhancement Agreements by increasing the number of Aboriginal students who are achieving at or above expected levels.

The Campbell River School District will work in partnership with individual schools, Aboriginal peoples and communities to ensure that strategies and structures are in place to address the need for increased academic success for Aboriginal students including:

- District Achievement Contracts
- School Success Goals
- School Support Conversations
- Targeted Interventions
- Aboriginal Education Assistants
- Aboriginal Education Support Teachers
- Aboriginal Education Advisory Council
- Aboriginal Support Workers
- Aboriginal Language and Culture Teachers

Since the first Campbell River Aboriginal Education Improvement Agreement and during the second Enhancement Agreement gains have been made in literacy and numeracy for many students at all grade levels resulting in higher graduation

rates for Aboriginal students. These gains were largely attributable to the efforts on the part of the Aboriginal Advisory Council, the Aboriginal communities and school district to:

- Increase Aboriginal family involvement in the schools.
- Research and implement programs and learning strategies that better meet the needs of Aboriginal students.
- Increase knowledge of and respect for Aboriginal histories, cultures and significance throughout the entire education community.

The Aboriginal Advisory Council and School District 72 recognize the paramount role that parents play in the achievement and life successes of their children. School District 72 is committed to working in partnership with the Advisory Council to explore opportunities to strengthen and extend the partnership between parents and the school community. By fostering welcoming schools, encouraging active parental input and participation, and providing parents with knowledge and information that will assist them in identifying ways to support their children, the valuable role parents play in furthering the success of their children will be enriched. School District 72 and the Aboriginal Advisory Council will continue to formally acknowledge successes through school and district celebrations such as the district student success dinner and the Aboriginal graduation ceremony. The active participation of parents and community at these events provides clear evidence that parental involvement fosters and supports student success.



1. Year-by-year improvement in literacy and numeracy achievement by all Aboriginal students at the elementary, middle & secondary school levels (K-12).

Rationale for Goal:

The need to improve the performance levels for our Aboriginal students at all levels is critical. Extra efforts must be made to ensure that personal, cultural and academic success is promoted through relevant, engaging and systematic strategies that promote successful learning at all stages of development. Without continued progress in literacy and numeracy at the elementary, middle and secondary school levels, a graduation program can become out of reach, thus closing many doors to future opportunities.

Schools and the District Education Leadership Team have developed means of tracking student progress over time. This has enabled School District 72 to provide information about individual students and groups of students so that student success can be monitored.

2. Year-by-year improvement in the transition rates of all Aboriginal students at every grade level.

Rationale for Goal:

Although graduation rates have improved during the second Enhancement Agreement, increasing the number of Aboriginal students graduating continues to be a focus.

Data shows that an important factor in graduation rates is the number of students successfully making the year-by-year transition from grade-to-grade. The greatest rate of drop off in transition rates happens at the secondary level. Data collected locally, shows that there is a greater pattern of relocation for Aboriginal students, often due to economic, family and/or cultural reasons.

The renewed Aboriginal Education Enhancement Agreement will focus on transition rates as a means of improving graduation rates for Aboriginal students.

Transitions present challenges for students throughout their school careers, which become increasingly more difficult at the middle and secondary levels. It is often during these times of change, from grade-to-grade, school-to-school, district-to-

district or level-to-level that Aboriginal students lose momentum in their social, cultural and academic development. The Aboriginal Education Enhancement Agreement recognizes that it is important to support students in moving from grade-to-grade.

3. To increase the number of Aboriginal students who graduate with a Dogwood Certificate. All Aboriginal students will be well prepared and knowledgeable about how to achieve their career and life goals.

Rationale for Goal:

This goal will ensure that Aboriginal students have an education program that will lead to a Dogwood Certificate and result in achievement of career and life goals. Aboriginal students need to be supported in the development of their life and career goals and be given multiple opportunities to explore career options. Some parents have expressed a need for the district to increase student and parent involvement in decisions which affect the attainment of career and life goals. Students need to have a clear understanding of the relationship between course and program choices and the opportunities that exist following high school.

4. To increase all Aboriginal students' sense of pride and ensure they have opportunities to participate in and learn about their heritage and culture

Rationale for Goal:

This goal is in many ways a foundation for all other Aboriginal Education Enhancement Agreement goals as a positive sense of self, belonging, and safety are critical for Aboriginal students to experience academic and social success. Aboriginal students need greater access to learning opportunities that allow them to feel connected, capable and responsible. These opportunities can promote attendance, develop positive attitudes to learning, and ultimately improve achievement.

The Aboriginal Education Advisory Council is committed to working in partnership with School District 72 to explore means of promoting, honouring and celebrating Aboriginal heritage and culture. Listening to the traditional stories of elders and sharing the success of Aboriginal role models can motivate and inspire Aboriginal students.