



Aboriginal Education Enhancement Agreement

Squamish Nation
Tsleil-Waututh Nation
North Vancouver School District
BC Ministry of Education





Above (and on page 2) is a Coast Salish Welcome Figure carved by Aaron Nelson-Moody with the help of Brad Baker, Courtney Kessel, and First Nations students at Carson Graham Secondary School. On the base is the Bear, which represents stability. In the middle is the Salmon with a Spirit Man, which has significance for the Squamish Nation. On the top is the Eagle, which represents power and strength. The photo was taken by Mr. Wing Chow, Fine Arts Department Head at Carson Graham Secondary School and one of the directors of North Vancouver School District's Artists for Kids program.

Front Cover Art. Created by Stan Joseph Jr., the logo on the top left hand corner has been the logo of the Squamish Nation since 1981. The Thunderbird represents strength and change, and its three tail feathers represent the past, present, and future. In the talons is the face of the Lizard, which represents spiritual protection for all Squamish people.

On the top right hand corner is the logo of the Tsleil-Waututh Nation, designed by Damian George. The Wolf represents the people, kneeling on one knee expresses humility, and the drum signifies the heartbeat of the Tseil-Waututh Nation.

The logo on the lower left hand corner on the front cover was created by Coast Salish artist, Chris Paul, for the BC Ministry of Education, Aboriginal Education. Raven and Coyote represent First Nations teaching and learning. The human figure in the middle represents the children. The Metis symbol is incorporated within the circle, and the four points are Inuksuk, the symbol for the Inuit, which signifies vision and direction.

On page 10 is a photograph of a carving created by First Nations artists to represent a Medicine Wheel and to convey a message of Unity. The four elements are represented by Thunderbird, Salmon, Raven, and Wolf. Its colours symbolize the meeting of European, First Nation, Asian, and Middle East/African cultures. Symbols submitted by ESL students were carved on the wheel's circumference.

SIGNATORIES

We, the undersigned, acknowledge and honour our collective responsibilities for the success of all Aboriginal learners attending school in the North Vancouver School District.

We agree that the terms of this North Vancouver Aboriginal Education Enhancement Agreement will provide direction for Aboriginal education in the school district for the period June 30, 2006 to June 30, 2011.

With respect and honour toward all Aboriginal Peoples, we intend, with shared participation and wisdom, to work together in a mutually respectful manner to develop appropriate and meaningful programs for the benefit of all Aboriginal learners.

Squamish Nation Chiefs and Council

Tsleil-Waututh Nation Chiefs and Council

North Vancouver School District

BC Ministry of Education

North Vancouver School District

Aboriginal Advisory Council

The original Agreement has been signed by all signatories.



PREAMBLE

This Agreement is intended to enhance the academic achievement of Aboriginal students in the North Vancouver School District. It stresses the integral nature of Aboriginal traditional culture and languages to Aboriginal student development and success. It also establishes a collaborative partnership among the Squamish and Tsleil-Waututh nations, all other Aboriginal peoples residing in North Vancouver, North Vancouver School District, and the Ministry of Education to share decision-making and goal-setting in meeting our Aboriginal students' educational needs. This is a five-year Agreement extending from June 30, 2006 to June 30, 2011.

Page 3 acknowledges those individuals and organizations whose hard work gave rise to this Agreement. Pages 4 to 10 define the partners, purposes, principles, goals, performance targets, and implementation. Appendix A on pages 11 to 13 sets out the specific actions that will be taken to meet the goals put forth in this Agreement. Appendix B on page 14 suggests some learning resources and practices that might prove beneficial for Aboriginal students. The appendices will be continually updated as needed.



"This Enhancement Agreement is a powerful tool that builds trust and relationships. The collective journey to create it and to keep it alive allows all stakeholders to share in all responsibilities and successes. This Agreement is about empowerment, having a voice, and strength – the strength that shared respect can bring to all participating communities. This Enhancement Agreement is about our commitment to all First Nation students in the North Vancouver School District."

Angela Uren, District Administrator
Aboriginal Education
North Vancouver School District

ACKNOWLEDGMENTS

We thank all students, parents, school district staff and community members who made this Aboriginal Education Enhancement Agreement a reality.

We extend a special thank you to the following members of the District Aboriginal Advisory Council:

Brad Baker, *Teacher, North Vancouver School District*
Robin Brayne, *Superintendent, North Vancouver School District*
Lianne Britten, *Teacher, North Vancouver School District*
Aline Burlone, *Principal, North Vancouver School District*
Heather Calder, *Student Services, North Vancouver School District*
Magali Caron, *Parent*
Lyn Daniels, *Parent*
Maureen Davis, *Teacher, North Vancouver School District*
Deanna George, *Elder, Tsleil-Waututh Nation*
Pat Heal, *School Trustee, North Vancouver School District*
Mark Lefroy, *Principal, North Vancouver School District*
Maurice Nahanee, *Elder, Squamish Nation*
Carleen Thomas, *Department of Education, Tsleil-Waututh Nation*
Angela Uren, *District Administrator, Aboriginal Education, North Vancouver School District*
Rosalind Williams, *Department of Education, Squamish Nation*

"The Enhancement Agreement is a symbol of the vow of partnership and relationship development being struck between School District 44 and our First Nations communities."

Pat Heal, *Trustee*
North Vancouver School District

"There is a long history of agreements between Aboriginal nations and the newcomer settler society. What is going to be different about this Enhancement Agreement? All signatories to this agreement will need to continue listening to each other to be truly committed to building and maintaining relationships."

Lyn Daniels,
Parent
North Vancouver School District

I. PARTNERS

This Aboriginal Education Enhancement Agreement of North Vancouver School District, herein known as the "Agreement," is acknowledged as a partnership with shared responsibility and opportunity to sincerely support Aboriginal learner achievement and success.

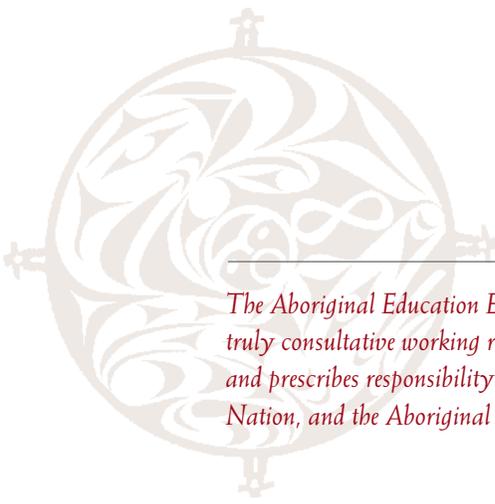
The Partner groups are:

- Squamish Nation
- Tsleil-Waututh Nation
- All other Aboriginal peoples residing in North Vancouver
- North Vancouver School District
- Ministry of Education

The partners are committed to a five-year plan (June 30, 2006 to June 30, 2011) that will be reviewed annually and included in the North Vancouver School District Accountability Contract.

Definitions:

Aboriginal:	First Nations, Inuit, Metis
Caregiver:	Includes but need not be limited to parents, grandparents, aunts, uncles, adult siblings, step parents, foster parents, and guardians
Community:	Refers to those responsible for, and those contributing to the care, wellbeing, and advancement of Aboriginal youth
School Community:	Refers to all those who are part of a school
Other Aboriginal Peoples:	Refers to all off-reserve and urban Aboriginal peoples who are not affiliated with Squamish Nation or Tsleil-Waututh Nation



The Aboriginal Education Enhancement Agreement is a living document that sets the stage for developing a truly consultative working relationship with School District #44. This document identifies, acknowledges, and prescribes responsibility and accountability of the School District, the Squamish Nation, Tsleil-Waututh Nation, and the Aboriginal community, for the success of all Aboriginal students within the district.

Carleen Thomas,
Department of Education
Tsleil-Waututh Nation

II. PURPOSE

This Aboriginal Education Enhancement Agreement is a vehicle for both affirming and supporting:

Shared responsibility	Shared vision
Shared commitment	Shared understanding
Shared knowledge	Shared success/celebration
Shared respect	Shared pride

*Men wá7ew chet tiimá kwis ánunítway s7ulb snewéyalb tl'a tsépeyek_w, ta
Ts-leil-Wautulb, i7x_w ta síyayí Stélmexw iy ta nímelb, Sk_wx_wú7mesh Úxwumixw.*

Chénchenístumulb chat áyas kwis skwalwn ta Ménmení. Smenálhswit chat i7x_w Ménmení.

Haw k_élb máynexw yewíání men ha7lb xwniwíntumulb i7x_w skwáyel ta Síyuxwa7 chet.

*Eskw'áy kwis máynexw chat ta snewéyalb tl'a kwekwíni, kw'enmántm ti i7x_w skwáyel iy
ts'its'áp'tway chat ek_' i7x_w skwáyel íymen.*

This Agreement honours and acknowledges the people and traditional territories and teachings of the land of the Squamish and Tsleil-Waututh Nations;

And will enhance the learning environment where all Aboriginal students feel safe, respected, and have a positive sense of place and belonging.

This Agreement is value-based and principle-based, and enables us to guide the programs and initiatives through continued dialogue at formal and informal meetings;

And will bring cultural awareness and appreciation to Aboriginals and non-Aboriginals and create opportunities for all to be successful "learners."

The intent of this Agreement is to hold all school district employees, Squamish Nation, Tsleil-Waututh Nation, students, families, and guardians responsible and accountable for Aboriginal student achievement.

In order for this Agreement to be truly honoured, all parties will commit to building and maintaining relationships between the school community and Aboriginal communities. (See Appendix A for specific actions to support this commitment.)

"The Aboriginal Enhancement Agreement is to each learner a promise."

Robin Brayne, Superintendent,
North Vancouver School District

III. GUIDING PRINCIPLES

The parties to this Agreement will support the following principles:

- 1. Consultation**
- 2. Collaboration**
- 3. Communication**
- 4. Consensus**

1. Consultation

This principle stresses the importance of involving all stakeholders, which include students, caregivers, teachers, school community, and the Aboriginal community. The Aboriginal community's leaders include elders, hereditary chiefs, and the elected Band council.

Consultation also involves being informed about, and mindful of, protocols important to both Aboriginal communities and school communities.

This principle embraces the value that Aboriginal learners are a meaningful part of, and are able to take pride in, an educational system in which their heritage and culture are reflected, celebrated, and respected.

2. Collaboration

This principle emphasizes partnerships and shared accountability.

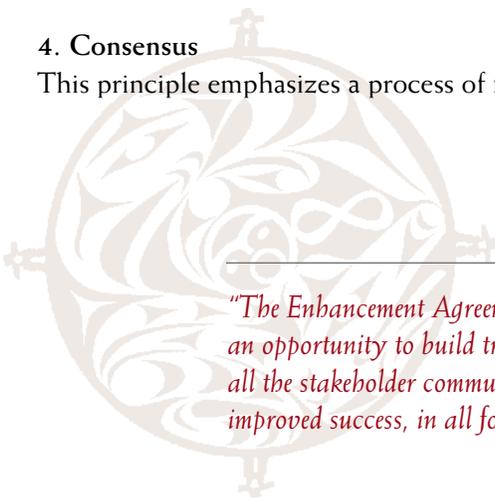
3. Communication

This principle embraces the ideal of open dialogue that clearly communicates common goals and objectives.

It is essential that this Agreement continue as a "living" document, building common understanding, shared with all stakeholders.

4. Consensus

This principle emphasizes a process of formalizing and including the collective voice of all stakeholders.



"The Enhancement Agreement, and the process of creating it, and then revising it over the years, is an opportunity to build trust and consensus, to improve communication and understanding among all the stakeholder communities, and to continue to strive, with new energy and ideas, toward improved success, in all forms, for Aboriginal students."

Mark Lefroy, *Secondary Principal*
North Vancouver School District

IV. ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT GOALS

This Agreement encompasses three main goals:

- Goal #1. To improve academic achievement of Aboriginal students.
- Goal #2. To improve school completion and Dogwood Graduation rates for Aboriginal Students.
- Goal #3. To improve Aboriginal students' sense of belonging in the public school system by honouring and supporting the history, traditions, and culture of those First Nation communities whose traditional territories are served by School District #44.

GOAL #1. To improve the academic achievement of Aboriginal students.

Embedded within this goal are two key objectives:

- Objective 1.1 To improve students' daily readiness to learn. This objective embraces the student's physical well-being, as well as social and emotional development.
- Objective 1.2 To improve students' reading and numeracy proficiency.

Student Performance Indicators

Aboriginal students' academic achievement will be assessed in accordance with the following performance indicators, using data provided by the Ministry or the North Vancouver School District:

- Increased number of students fully meeting/exceeding expectations based on the Grade 4 and 7 Foundation Skills Assessment (Reading and Numeracy).
- Increased student performance and participation in the Grade 10 English provincial final exam.
- Increased number of Kindergarten students fully meeting/exceeding expectations on the Test of Phonological Awareness (TOPA) Kindergarten screening (January test and June retest for students scoring below the 25th percentile).
- Increased number of Kindergarten students fully meeting/exceeding expectations on the Kindergarten Numeracy Assessment (February) and retest (June).
- Increased number of students meeting/exceeding expectations on the Grade 6 and 8 District Numeracy Assessment.
- Increased participation and success rate in Grades 10 and 12 Principles of Mathematics and Essentials of Mathematics courses.

GOAL #2. To improve school completion and Dogwood Graduation rates for Aboriginal students.

Student Performance Indicators

The following data will be used to determine our success in achieving this goal:

- Increased number of students receiving Dogwood certificates and of those who receive BC School Completion Certificates, as reported by the Ministry of Education.
- Increased Grade to Grade Transition Rates as provided in the Ministry of Education data base, British Columbia Electronic Students Information System (BCESIS).

GOAL #3. To improve Aboriginal students' sense of belonging in the public school system by honouring and supporting the history, traditions, and culture of the First Nations communities whose traditional territories are served by School District #44.

Student Performance Indicators

The following data will be used to determine our success in achieving this goal:

- Increased attendance rates by grade as measured by attendance records in North Vancouver School District's elementary and secondary schools.
- Increased level of satisfaction related to sense of place, caring and belonging, as indicated in data obtained by the North Vancouver School District from Safe and Caring Schools surveys.

"The Aboriginal Enhancement Agreement is a commitment by the school district and the Aboriginal communities to support all children of Aboriginal ancestry in becoming successful learners. It is a dynamic document designed to delineate the long term goals, measurable objectives, and strategies (including activities, programs, strategies and personnel) to meet the objectives.

Heather Calder,
Student Services Department Head
North Vancouver School District

"The hope is that our First Nations students will get the support and attention they need to be successful. Because it will be collaboration that will encompass everyone's ideas. The adoption of the Agreement will ensure that First Nations students will get services regardless of the school they are attending."

Rosalind Williams,
Department of Education
Squamish Nation

V. PERFORMANCE TARGETS FOR FIVE YEARS

The performance areas selected for enhancement are those for which the data can be:

- tracked with integrity
- tracked over time
- effectively used to implement intervention
- related to the goals in the North Vancouver School District #44 Performance Plan (Accountability Contract)

Where not available, baseline data will be established in the 2006-2007 school year. An improving trend is expected over time. Targets will be set by the District Aboriginal Advisory Council, after consultation with the schools. These targets, which are intended for discussion purposes only, will be set at the beginning of the school year.

Each year, in October, January, and May, the District Aboriginal Advisory Council will hold formal meetings. The purpose of these meetings is to ensure continued collaboration, partnership, and adherence to guiding principles, and to assess how well the Agreement is working.

The District Aboriginal Advisory Council will also provide an annual report as to whether or not the three goals indicated in this Agreement have been addressed satisfactorily. Actions for the first year of this Agreement are listed in Appendix A. These actions will also be reviewed annually to determine their effectiveness. They will be identified in the Council's annual report and will be revised as needed.



"The Enhancement Agreement is an opportunity to come together with a common goal and move forward working together and sharing the responsibility of making this goal a reality."

Aline Burlone, Elementary Principal
North Vancouver School District

VI. IMPLEMENTATION

This Agreement will be in effect from July 1, 2006 until June 30, 2011.

The 2006/2007 school year will be the baseline year.

The 2007/2008 school year will be the first performance year.

This Agreement will contribute to and will influence the development of the North Vancouver School District Accountability Contract.



"The Enhancement Agreement shows the initiative that all stakeholders have taken to improve the overall learning environment of First Nations students in North Vancouver. Not only have all stakeholders been active participants in the creation of the Agreement, they will also be vital to the overall success of the objectives of the Enhancement Agreement. It will take all stakeholders to ensure positive results through the Enhancement Agreement."

Brad Baker, Teacher
North Vancouver School District

APPENDIX A – ACTIONS

The following actions will support our commitment to building relationships among stakeholders:

- Increase visible Aboriginal language, history and culture representation in the schools and at a district level.
- Promote and increase participation in joint activities that support school and district initiatives.
- Schedule on-going opportunities to meet and discuss Aboriginal issues and learning. Participants might include the District Aboriginal Advisory Council, First Nation Support Workers, Administrators of all schools, Counsellors/Student Services, North Vancouver Teacher Association (e.g., monthly staff meeting topic), Chief and Council, Membership of Nations, Parents, etc.

GOAL #1. To improve the academic achievement of Aboriginal students.

Objective 1.1. To improve each student’s daily readiness to learn. This objective embraces the student’s physical well-being, as well as social and emotional development.

ACTIONS	INITIATE	INTENSIFY + SUPPORT	ANALYSIS OF PROGRESS
Food and snack programs (e.g., breakfast, hot lunch, nutritious snacks).		✓	
Develop appropriate incentive programs.		✓	
Explore opportunities in hiring/training to support students/families on non-attendance issues and to support students’ social and emotional well-being.	✓		

With this document as our guide, with responsibility and commitment, our Aboriginal learners can and will have opportunities to succeed in all arenas and all subjects. This will happen within a school community that honours, respects and embraces our children’s history, culture, diversity, and spirit. In one word this Enhancement Agreement means “Welcome.”

Magali Caron
Parent
North Vancouver School District

Objective 1.2. To improve students' reading and numeracy proficiency.

ACTIONS	INITIATE	INTENSIFY + SUPPORT	ANALYSIS OF PROGRESS
Provide early identification and intervention for children at risk for delays in the development of skills related to oral language, literacy, numeracy, and social responsibility.		✓	
Educate parents and First Nations community through forums, workshops, and school-based information sessions. Topics might include: <i>Parent/Family Roles & Responsibilities</i> <i>Culturally Relevant Parenting</i> <i>Why Education is Important</i> <i>How to Help your Child in School</i> <i>How to Prepare your Child for Kindergarten</i> <i>How to Promote Language Development,</i> <i>Early Literacy Skills</i> <i>Early Numeracy Skills</i> <i>Health, Nutrition and Physical Development</i>	✓		
Provide training opportunities for First Nations Support Worker (FNSW) (i.e., <i>Reading 44, Firm Foundations, Our Turn to Talk</i> , Intervention Strategies, cultural programs, etc.)		✓	
Address student/school needs by providing additional academic teacher support as appropriate.		✓	
Offer in-service training to school and district community on diverse learning styles of Aboriginal learners.	✓		

"The Aboriginal Enhancement agreement represents a promise by all members of the school community to provide and promote opportunities that will empower Aboriginal students in North Vancouver School District #44 to fulfil their learning needs and discover the power of accomplishment and success."

Maureen Davis, Elementary teacher
North Vancouver School District

GOAL #2. To improve school completion and Dogwood Graduation rates for Aboriginal students.

ACTIONS	INITIATE	INTENSIFY + SUPPORT	ANALYSIS OF PROGRESS
Increase early awareness for both students and parents regarding post secondary trade and employment opportunities, graduation requirements, graduation portfolios, funding options, etc.		✓	
Implement a team approach (including outside agencies) for longitudinal support for at-risk students in elementary and secondary schools.	✓		

GOAL #3. To improve Aboriginal students' sense of belonging in the public school system by honouring and supporting the history, traditions, and culture of the First Nation communities whose traditional territories are served by School District #44.

ACTIONS	INITIATE	INTENSIFY + SUPPORT	ANALYSIS OF PROGRESS
Encourage and support cultural activities that include both students and staff.		✓	
Provide professional development activities for school community.	✓		
FNSW act as a cultural liaison and/or facilitator.		✓	
Develop locally relevant curricula. Have First Nations communities generate lists of cultural resource people (ie. Elders, artists, storytellers, etc.).	✓		
Have each school designate a person(s) responsible for tracking and supporting school progress and programs, and for being the main contact for caregivers.	✓		
Foster sense of belonging by creating a welcoming environment throughout the district.		✓	

APPENDIX B – RESOURCES

Below is a list of suggested programs and interventions that might be of benefit to Aboriginal learners.

Academy of Reading

Jump Math

Math Their Way

Touch Math

Orton Gillingham

Phonographix

Our Turn to Talk

E.S.I. Educational Sensory Integration

Computer-assisted writing programs

The Enhancement Agreement ensures that aboriginal and non-aboriginal peoples work together to bring out the beauty of our culture, to build respect for the teachings of our ancestors, and to help people understand our past in order to work together for a better future, for all of our children.

Deanna George
Elder
Tsleil-Waututh Nation

"In creating this agreement, we have had the opportunity to debate a system to assist in the education of our precious children. They are our hope for a better future. As First Nations people we have been deeply affected by colonization in every aspect of our lives and across many generations. Although we may be informed by the past we cannot live in the past. We live now, but borrow from the future. Future generations depend on how we care for and nurture our children."

Maurice Latsh Nahanee, B.A.
Elder
Squamish Nation