

# **Nechako Lakes Aboriginal Education Enhancement Agreement**

## **Preamble**

The First Nations Education Council (FNEC), School District No. 91 (Nechako Lakes) and our education partners acknowledge and honour the First Nations in whose traditional territories we operate. We also recognize the historical and critical importance Aboriginal peoples place on the preservation of their culture and traditions. Therefore, this Enhancement Agreement honours the people of the:

**Wet'suwet'en First Nation  
Burns Lake Band  
Skin Tyee Band  
Stellat'en First Nation  
Saik'uz First Nation  
Tl'azt'en First Nation  
Takla Band First Nation**

**Lake Babine Nation  
Cheslatta Carrier Nation  
Nee Tahi Buhn Band  
Nadleh Whut'en Band  
Nak'azdli Band  
Yekooche First Nation**

This Aboriginal Education Enhancement Agreement acknowledges our collective responsibility for the success of all Aboriginal learners attending school in School District No. 91. In respect and honour of all First Nations and other Aboriginal Peoples, we intend, with their participation and wisdom, to work together in a mutually respectful manner to develop appropriate and meaningful programs for the benefit of all Aboriginal learners.

## **Purpose**

The purpose of this Aboriginal Education Enhancement Agreement is:

- to improve the quality of education achieved by Aboriginal students;
- to increase the success rate of students of Aboriginal ancestry;
- to honour and support the histories, cultures and languages of the First Nations whose traditional territories are served by School District No. 91 (Nechako Lakes); and
- to respect and affirm the diverse histories and cultures represented in our Aboriginal student population.

## **Definition**

*Aboriginal* peoples are recognized in the Canadian Constitution 1982 (Section 35), and include people of First Nation, Metis and Inuit ancestry. Aboriginal students are school age students who have self-identified as having Aboriginal ancestry.

## **Principles**

The performance areas selected for improvement are those where there is assurance that the data can be:

- tracked with integrity;
- tracked over time; and
- effectively used to implement programs and services.

The Aboriginal Education funding (targeted dollars) will not be affected by the extent to which the targets are met. The data used for assessing the targets will be reported in the School District No. 91 Annual Report on Aboriginal Students.

## **Performance Goals**

- **Improve relationships between School District No. 91, schools, local Aboriginal communities and parents;**
- **Improve literacy for students of Aboriginal ancestry;**
- **Improve numeracy for students of Aboriginal ancestry;**
- **Increase Dogwood completion rates for students of Aboriginal ancestry; and**
- **Increase awareness of Aboriginal languages and cultures for all.**

## **Performance Indicators**

*School District No. 91 tracks data from many different sources. The following will be used to indicate progress in each goal area:*

### **Improve relationships between School District No. 91, schools, local Aboriginal communities and parents.**

- Number of Local Education Agreements;
- Parent satisfaction with home to school communication;
- Teacher satisfaction with school to home communication;
- Number of Family Workshops;
- Aboriginal parent attendance at parent-teacher interviews;
- Number of home visits/contacts; and
- Satisfaction survey questions (as Aboriginal data becomes available):
  - Do you like school? (students)
  - Do you feel welcome in your child's school? (parents)
  - Are you included in decisions made at the school that affect your child's education? (parents)

### **Improve literacy for students of Aboriginal ancestry.**

- % of primary students meeting/exceeding expectations in reading and writing on report cards;
- CTBS Student National Percentiles in reading and writing at grades 3, 6 and 9;
- % of students meeting/exceeding expectations on FSA reading and writing at grades 4 and 7;
- results of Grade 10 Language Arts Graduation Program exam;
- % of students who wrote and passed the English and Communications 12 Provincial Exam;
- number of pre-Kindergarten programs in First Nations communities; and
- % of students meeting/exceeding expectations on the locally developed Early Kindergarten Assessment.

### **Improve numeracy for students of Aboriginal ancestry.**

- % of primary students meeting/exceeding expectations in numeracy on report cards.
- CTBS Student National Percentiles in numeracy at grades 3, 6 and 9;
- % of students meeting/exceeding expectations on FSA numeracy at grades 4, and 7;
- results of Grade 10 Mathematics Graduation Program exam;
- % of students who wrote and passed the Math 12 Provincial Exam;
- number of pre-Kindergarten programs in First Nations communities; and
- % of students meeting/exceeding expectations on the locally developed Early Kindergarten Assessment.

### **Increase Dogwood completion rates for students of Aboriginal ancestry.**

- Dogwood completion rate;
- School Leaving Certificate completion rate;
- Transition rates from grade 8;
- Attendance;
- % of Aboriginal students in Special Education Categories;
- % of parents who feel the curriculum meets the needs of Aboriginal learners; and
- tracking of student movement.

### **Increase awareness of Aboriginal languages and cultures for all.**

- Number of language programs in schools and communities;
- Number of student enrolled in language programs;
- Number of cultural events in schools;
- Number of cultural awareness activities for staff; and
- Number of language teachers trained.

## **Performance Targets**

The aim will be to improve in each area annually and incrementally. The initial targets will be on a 2 per cent improvement on an annual basis. Targets will be reassessed annually.

## **Implementation and Review**

The Agreement will be in effect from June 15, 2004 to June 14, 2009.

Each May, the partner groups will meet to conduct an annual review based on the School District No. 91 Annual Report on Aboriginal Students.

## Memorandum of Understanding

We the undersigned acknowledge and honour our collective responsibilities for the success of all Aboriginal learners attending school in School District No. 91 (Nechako Lakes), and agree that the terms of the attached *Nechako Lakes Aboriginal Education Enhancement Agreement* will provide direction for Aboriginal Education in School District No. 91 for the period June 15, 2004 to June 14, 2009. With respect and honour of all Aboriginal Peoples, we intend, with their participation and wisdom, to work together in a mutually respectful manner to develop appropriate and meaningful programs for the benefit of all Aboriginal learners.

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First Nations Education Council

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School District No. 91

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Ministry of Education