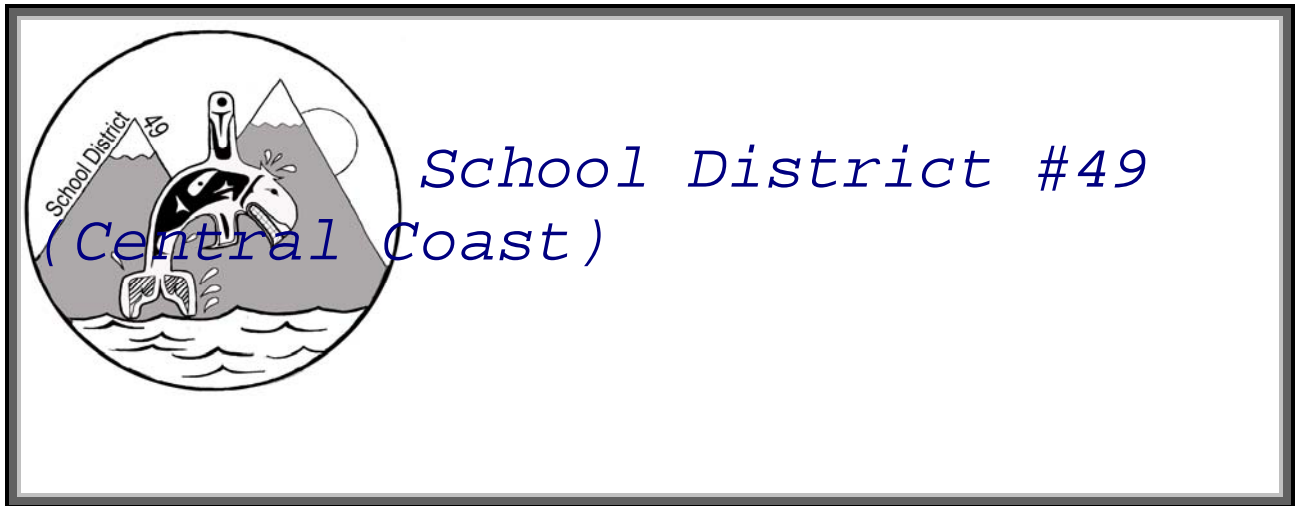


# Aboriginal Education Enhancement Agreement



Nuxalk Nation

Heiltsuk Nation

Oweekeno Nation

Metis, Inuit and  
Off-Reserve First Nations

June 20, 2008

# School District #49 (Central Coast)

## Aboriginal Education Enhancement Agreement

### Preamble

This agreement has been developed with the guidance and approval of all the Aboriginal communities that are represented in our district. This enhancement agreement supports all aboriginal students which includes all First Nations on reserve, off reserve, Métis and Inuit.

The Heilstuk students attend one of our one room schools in Shearwater. The Oweekeno students attend the other one room school in Oweekeno. The other Aboriginal students attend the three schools in Bella Coola and Hagensborg.

School District #49 recognizes and honours the special relationship that exists within the varied traditional territories of the Heilstuk, Nuxalk and Oweekeno Nations. We also



recognize the importance Aboriginal peoples place on the preservation of their culture and traditions. Further, we recognize the primacy of each First Nation's language and culture within its traditional territory. The district also acknowledges their responsibility to the off-reserve aboriginal community. The Aboriginal Education Enhancement Agreement has been developed and its implementation will be monitored by the Enhancement Agreement committee, to improve education equity

for all Aboriginal students within the School District's jurisdiction.

### Purpose

- To ensure all Aboriginal students achieve social and academic success
- The historical and critical importance that Aboriginal peoples place on the preservation of their language, culture, and traditions and requires the ongoing development and implementation of appropriate and meaningful Aboriginal education programs, strategies, resources and curriculum.

### Principles

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

- Tracked with integrity and authenticity;
- Used to guide the design and implementation of effective teaching strategies;
- Used to monitor the culture of school community and the impact on aboriginal students;



### Performance Targets

The baseline data will be developed, where not available in the 2007/08 school year. In each year thereafter, in all categories, increased growth is expected. The EA must be a flexible, living document. An annual review of targets will occur to determine whether they are realistic and attainable. Strategies will be assessed regularly based on performance outcomes for all goals. The goals and performance indicators are determined for five years.

## Performance Goals

### Goal # 1

To increase the number of Aboriginal students who successfully complete a Dogwood Certificate and enable them to develop their individual potential and to be eligible to enroll in a meaningful career, technical, or academic post secondary program.



### Rationale for the Goal

Aboriginal students may graduate without a suitable range of post-secondary entrance requirements, and are frequently returning to school after graduation to “upgrade” to meet these requirements. Course selection and relevant skill development need to go hand in hand for Aboriginal students in order that their graduation programs reflect their skills, knowledge, passions and future goals. All too often a graduation program for an Aboriginal student just has the basic courses for graduation, which does not qualify them for further education. Aboriginal students are often unaware of the wide range of post secondary and career options available to them, and what courses are needed to successfully enroll. Many students return to the community before they are able to complete any post secondary training. If the community, schools, students and parents could work in conjunction to understand and appreciate the economic diversity of the community, our students could return with the training needed to contribute to Bella Coola, Oweekeno and Shearwater/Bella Bella communities.

### Indicators

1. Transition rates for grades 8-12 students.
2. Dogwood completion rate
3. Number of students who are eligible for entry into post-secondary programs.
4. Successful high school transition based on post graduate exit survey (Coastal Community Project Data)



### Targets

1. All Aboriginal students will make successful transition from Grades 8-12.
2. All Aboriginal students will achieve a Dogwood completion certificate.
3. All Aboriginal students will be eligible for entry into post-secondary programs.
4. Baseline to be determined.

## Goal #2

To increase the knowledge and appreciation of Aboriginal culture, history, and language for all students throughout the School District.

### Rationale for Goal

School District #49 has made significant gains in recognizing and enhancing the preservation of language, culture and traditions of the Nuxalk. There is still much work to be done to ensure that all cultural groups, especially from the Oweekeno and Heilstuk territories have structures and programs in place to support this goal. There will be an increase in the number of approved language and cultural programs and resources developed and implemented in schools within each First Nations territory. Aboriginal students need greater access to learning opportunities that allow them to feel connected to the diverse histories and cultures represented in their Aboriginal student population. Parts of the curriculum, programming and strategies will require change to improve cultural, historical and language sensitivity, and knowledge of Aboriginal people in specific communities. We believe that when all students (both Non-Aboriginal and especially Aboriginal) have an understanding and appreciation of the history, their culture, traditions and language of the territory where they reside, provides the community with a sense of belonging. This reduces cross racial barriers and develops personal belief that all peoples have value and a strong sense of significance.

### Indicators:

1. Successful participation in K-12 Nuxalk, Oweekeno,\* Heiltsuk,\* language and cultural programs. Data will be collected in 2007/08.  
(\*These programs will be included once developed.)
2. A student survey will be developed and used to gather baseline data.

Cultural awareness and curriculum development activities for staff will also be tracked to support this goal.

### Targets

1. All Aboriginal students will successfully participate in the Nuxalk K-12 program.
2. Baseline year.



## Goal #3

To increase success for all Aboriginal students in reading and writing.

### Rationale for Goal

We believe that in order to achieve success for Aboriginal learners we must continue to improve literacy. We also believe that we must increase awareness of diverse learning styles and allow a variety of ways to represent learning. The aim will be to continue to build on the literacy success that has already taken place in our district in the primary grades in the three schools, BCE, Shearwater and Oweekeno. We now need to focus our attention on the intermediate and high-school students in increasing the performance levels of all Aboriginal students.

### Indicators

1. Reading; District reading assessments Grades 1-9
2. Provincial Exam; Grade 10-English grade level C+ or better.
3. Writing; Grades 1-12-District Wide Write, meeting and/or exceeding expectations.
4. Report Card; Grade 1-12-Report in Language Arts based on the BC Performance Standards, meeting and/or exceeding expectations.

### Targets

1. All Aboriginal students in Grades 1-9 will fully meet or exceed the expectations for reading in the District reading assessments.
2. All Aboriginal students in Grade 10 will meet or exceed the provincial averages for the English provincial examination.
3. All Aboriginal students will meet or exceed the expectations for writing in the District Wide Write.
4. All Aboriginal Students in Grades 1-12 will meet or exceed expectations in Language Arts in their report card based on the BC Performance Standards.





## Implementation

- This agreement is a living document and will require commitment to continued consultation, review and dialogue through formal and informal meetings.
- An Enhancement Agreement Committee will monitor the agreement and ensure ongoing commitment and communication.
- The Enhancement Agreement Committee will meet regularly throughout the year.
- The annual report will be prepared by the Enhancement Agreement Committee.
- The Enhancement Agreement Committee will ensure that all partners have copies of Agreement.



## **Acknowledgements**

Thank you to all students, parents, school district staff and community members who contributed to the making of the Enhancement Agreement, without your wisdom, knowledge, insight and humor this document would not have become what it is. Not in any specific order, thanks go to:

### Acknowledgements

Eva Mack, Elder

Grace Hans, Nuxalk Elder

Andy and Lillian Siwallace, Nuxalk Elders

Bill Tallio , Nuxalk Health & Wellness Coordinator

Blair Mack, Nuxalk Council Representative

Marshall Hans, Jr., Nuxalk Council Representative

Jeremy Baillie, Principal

Colleen Fraser, Teacher

Susan Osmers, Principal (retired)

Carl Siwallace, Nuxalk Parent

Thomas and Miranda Tallio, Nuxalk Parents

Heather Elliott, Teacher Assistant, SAMSS

Christina and Dean Mecham, Nuxalk Parents and Off-Reserve Representatives

Lance Nelson, Nuxalk Language & Culture Teacher, Elementary/Secondary

Bert Snow, Nuxalk Nation Alcohol & Drug Counsellor

Sally Watts, library assistant & parent

Stacey Hood, SAMSS student

Sasha Patrick, SAMSS student

Terry Reid, Heiltsuk Nation Parent

Leona Humchitt, Heiltsuk Nation Parent

Ramona Starr, Heiltsuk Nation Parent

Maria Housty, Heiltsuk Nation Parent

Dawn Wilson, Heiltsuk Nation Parent

Lena Collins, Oweekeno Nation Education Coordinator

Gary Edgar (Home School Coordinator) and Wanda Apps, Nuxalk parents

Roger and Cynthia Harris, Nuxalk parents

Heather Morin, Aboriginal Enhancements Branch, Ministry of Education

Karen Milanese, Teacher

Jerry Smit, Superintendent (retired)

Shelly Sheriff, Principal/Director of Instruction

Dwayne Doyle, Principal

Clara Price, Aboriginal Education Representative, CCTA

Denise Perry, Superintendent of Schools

## Memorandum of Agreement

We the undersigned acknowledge and honor our collective responsibilities for the success of all Aboriginal learners attending school in School District No. 49 (Central Coast), and agree that the terms of the attached *Central Coast Aboriginal Education Enhancement Agreement* will provide direction for Aboriginal Education in School District No. 49 for the period of September, 2008 to June, 2013. 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.

---

First Nations Education Council

---

School District No. 49

---

Ministry of Education

---



## Appendix A : Goal #1

Strategies:	Progress to Date
Invite liaisons from trade schools or universities to come to the district and speak with our high school students.	
Stress practical life skills in everyday classes (goal setting, coping with stress, budgeting, looking at career goals to suit individuals etc.) starting at an early grade.	
Graduated students returning home from the holidays talk to high-school students in school.	
A concrete plan be put in place and reviewed on a regular basis to show that the district actively combats racism.	
The communication with the Aboriginal community and parents is ongoing and a high priority. Add school newsletter to the Nuxalk newsletter.	
Parental consultation and involvement will be actively sought. Parents are seen as true partners in the education process and will be consulted in a respectful, meaningful and purposeful manner. The empowerment of parents is seen as essential.	
Year by year assessment of courses being offered in the district to see if it meets the students academic needs.	
Make changes to curriculum, programming, and strategies as appropriate and recommended, cultural and historical relevant materials used in all subject areas, where possible.	
Recognize shared responsibility for the success of all Aboriginal students between parent, band councilors, community (elders, members of the extended family) and the District.	
Set up a mentor program for students to communicate with a mentor in a career area of their interest.	
Parents can come into the schools to help with the graduation portfolios.	
Improve awareness of alcohol and drug issues with a priority towards success stories of people in the community and from outside the community to give motivational activities and programs for the students to participate in.	
Increase awareness of post secondary programs, requirements and funding.	
Increase invitations to School District #49 staff to attend and be involved with Aboriginal community meetings and events.	

## Appendix B: Goal #2

Strategies	Progress to Date
A concrete plan be put in place and reviewed on a regular basis to show that the district actively combats racism.	
The communication with the Aboriginal community and parents is ongoing and a high priority. Add school newsletter to the Nuxalk newsletter.	
Parental consultation and involvement will be actively sought. Parents are seen as true partners in the education process and will be consulted in a respectful, meaningful and purposeful manner. The empowerment of parents is seen as essential.	
Increase School District # 49's personnel's' education, awareness and acceptance of Aboriginal culture and community.	
Make changes to curriculum, programming, and strategies as appropriate and recommended, cultural and historical relevant materials used in all subject areas, where possible.	
Non-Aboriginal staff and parents will be encouraged to participate in cultural activities in the community.	
Increase participation of guest parents and community members in class events and historical lessons.	
When developing local history programs have local elders and community members be a part of the development process.	
Increase the use of Aboriginal content books in classes and libraries and increase the use of culturally relevant writing topics.	

### Appendix C: Goal #3

<b>Strategies</b>	<b>Progress to Date</b>
Make changes to curriculum, programming, and strategies as appropriate and recommended, cultural and historical relevant materials used in all subject areas, where possible.	
Parents can come into the schools to help with the graduation portfolios.	
Increase the use of Aboriginal content books in classes and libraries and increase the use of culturally relevant writing topics.	