

# **ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT**



**School District No. 73 (Kamloops/Thompson)  
The Aboriginal Education Council**

**2016-2022**



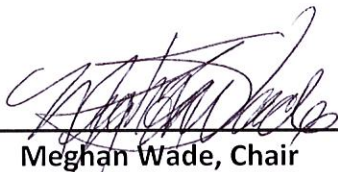
# **Aboriginal Education Enhancement Agreement**

**Between**

**School District No. 73 (Kamloops/Thompson)  
and the  
Aboriginal Education Council**

*January 26<sup>th</sup>, 2016*

**We, the undersigned recognize and honour both our specific and shared responsibilities for the success of Aboriginal students in School District No. 73. Further, we agree that the terms of this Agreement will signify our collective intent to work together in a relationship of mutual respect and strength of purpose that will result in positive outcomes for all Aboriginal learners in our District.**



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**Meghan Wade, Chair  
Board of Education  
School District No. 73**



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**Nathan Matthew, Chair  
Aboriginal Education Council  
School District No. 73**



**School District No. 73 (Kamloops/Thompson)  
In Partnership With The  
Aboriginal Education Council**

**Aboriginal Education Enhancement Agreement**

**“MAKING A DIFFERENCE BY WORKING TOGETHER”  
Me7 n7ek re Sw7ec-kt e Txwimimentmes**

The Aboriginal Education Council and School District No.73 (Kamloops/Thompson) acknowledge, honour and respect the history, culture and language of the Secwepemc People on whose territory we reside.



The Aboriginal Education Council and School District No. 73 (Kamloops/Thompson) are committed to supporting, enhancing and increasing school success for all First Nations, Inuit and Métis students in the District.

School District No. 73 (Kamloops/Thompson) encompasses the traditional territories of the Secwepemc and Nlaka'Pamux Nations. The Tk'emlúps te Secwépemc, Whispering Pines/Clinton Indian Band, Skeetchestn Indian Band, Simpcw First Nation, Adams Lake Indian Band, Little Shuswap Lake Indian Band and Neskonlith Indian Band contribute to the richness of our communities. The District values partnerships with Urban Aboriginal and Métis organizations.

The District provides educational services to a diverse multicultural population of approximately 14,300 students, approximately 18% of which are of Aboriginal ancestry.

There are currently 47 schools/programs in School District No. 73: 33 elementary schools, 1 middle school, 10 secondary schools, 2 alternate education programs and 1 distance education program.

Enhancement Funds are provided to the District and the Aboriginal Education Council to support all self-identified Aboriginal students of First Nations, Inuit and Métis ancestry in the areas of achievement, language and culture, and parent and community engagement. The Aboriginal Education Council and the District work collaboratively to ensure that the expenditure of targeted funds is in line with the criteria set out by the Aboriginal Education Branch, Ministry of Education.





Aboriginal Education Enhancement Agreements (EAs) are designed to enhance the educational achievement of Aboriginal students. The EA establishes a collaborative relationship between Aboriginal partners and school districts that involves shared decision-making and specific goal setting to meet the educational needs of Aboriginal students.

EAs highlight the importance of academic performance and more importantly, stress the integral nature of Aboriginal traditional culture and languages to Aboriginal student development and success. Fundamental to EAs is the requirement that school districts provide strong programs on the culture of local First Nations people on whose traditional territories the districts are located.

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.

Enhancement Agreements address specific performance and delivery expectations for all Aboriginal learners:

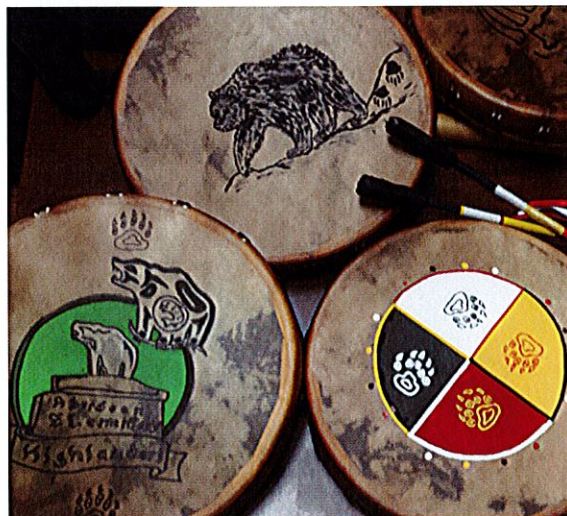
1. The Aboriginal communities must be represented by a unified body whose authority to speak for the Aboriginal communities is accepted by the Aboriginal communities.
2. Shared decision making by the Aboriginal communities and the school district must be an established practice.
3. Both the Aboriginal communities and the school district must support participation in the Enhancement Agreement.
4. Joint consultation and collaboration between the Aboriginal communities and the school districts will enable vision and goal setting in all areas of education for all Aboriginal learners.
5. The Aboriginal communities and the school district track key performance indicators at the student level.
6. The Aboriginal communities and the school district must be committed to regular reporting of results. This would include an evaluation and reporting process on the outcomes of the Enhancement Agreements.
7. The scope of the Aboriginal Education program must include a focus on continuous improvement in the academic performance of all Aboriginal students.
8. Meeting the cultural needs of Aboriginal students in all aspects of learning. This includes resources, strategies and assessment.
9. Focus on increasing knowledge of and respect for Aboriginal culture, language and history, which enables a greater understanding for everyone about Aboriginal people.

The Aboriginal Education Council and School District No. 73 (Kamloops/Thompson) agree to implement their fourth Aboriginal Education Enhancement Agreement based on the currently held values of mutual respect and consensus building, while maintaining a focus on the goals and strategies leading to academic and personal success for all Aboriginal students in the District. This Agreement is the result of respectful, inclusive, and ongoing consultations between the District and Aboriginal partners.

This Agreement recognizes both our shared and specific areas of responsibility for Aboriginal student success. Schools and classroom teachers have specific responsibility for the intellectual, social and emotional development of students. Schools, teachers, parents, and communities have shared responsibility to support and enhance all areas of development related to positive student growth and school success.

Honouring the recommendations from the Calls to Action for Education from the Truth and Reconciliation Commission of Canada and the Auditor General's Report on Aboriginal Education in British Columbia (Appendix A) will be critical as we move forward in education. Every effort will be made to be inclusive of these recommendations in this Enhancement Agreement.

It is the pledge of all stakeholders to continue to work in partnership to develop and implement appropriate and strategic programs and initiatives for the benefit of all Aboriginal students.



The Agreement will be in effect from the 2016-17 school year through to the 2021-2022 school year, a term of five (5) school years.



## **INDICATORS OF SUCCESS**

The goals and objectives identified in this Agreement are those where there is assurance that the data can be:

- Tracked effectively and accurately measured;
- Tracked with integrity;
- Tracked over time; and
- Effectively used to implement programs and interventions.

The goals of this Agreement will be aligned with the strategic priorities and goals of School District No. 73 (Kamloops/Thompson) and the Aboriginal Education Council. The goals of this Agreement should be reflected in all School Learning Plans and School Delivery Plans for Aboriginal Programs and Services (APPENDIX B) with specific strategies identified to achieve the goals.





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# STUDENT SUCCESS

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Learning is holistic, reflexive, reflective, experiential, and relational  
- focused on connectedness, on reciprocal relationships, and a sense of place.

Learning involves patience and time.

*First Peoples Principles of Learning*

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## GOAL

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To increase the educational success of all Aboriginal students.

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## OBJECTIVES

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**Continue to improve the literacy, numeracy and graduation rates of all Aboriginal students.**

Indicators of Success

- ❖ Achievement Results in Grades K-9 literacy and numeracy
  - Student Assessment results local and provincial
- ❖ Achievement Results in Grades 10-12 literacy and numeracy.
  - Student Assessment results local and provincial
- ❖ Dogwood Completion/Graduation rate
  - Six Year Completion Rate
- ❖ Regular and Modified Program Data
  - District Reports

**Ensure that all Aboriginal students graduate with dignity, purpose and options.**

Indicators of Success

- ❖ Graduation Survey results
  - Number of students entering: Academic, Trades/Apprenticeship, Technology, Certificate/Diploma/Upgrading Programs, Employment
- ❖ Achievement results of all Aboriginal students in-care, First Nations on-reserve and off-reserve, Métis, Inuit
  - Student Assessment results local and provincial
  - Achievement Results in Grades 10-12 literacy and numeracy

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# STUDENT SUCCESS

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Learning requires exploration of one's identity.

Learning involves recognizing the consequences of one's actions.

*First Peoples Principles of Learning*

## GOAL

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Increase the sense of identity, belonging, and pride in all Aboriginal students.

## OBJECTIVES

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Ensure the [\*First Peoples Principles of Learning\*](#) (FPPL) are reflected district wide.

### Indicators of Success

- ❖ Visible presence of the *First Peoples Principles of Learning*
  - Posters/learning materials displayed and available district wide
  - Student projects reflect the *FPPL* on display in schools
  - Aboriginal Education Survey results
- ❖ Evidence that *First Peoples Principles of Learning* are being utilized in curriculum and instruction.
  - District and School Learning Plans
  - Aboriginal Education Survey results.

Ensure the [\*Aboriginal Worldviews and Perspectives\*](#) (AWP) are reflected district wide.

### Indicators of Success

- ❖ Visible presence of the *Aboriginal Worldviews and Perspectives*
  - Displayed and available prominently district wide
  - Learning materials and student projects reflect the *AWP*
  - Aboriginal Education Survey results
- ❖ Evidence that *Aboriginal World Views and Perspectives* are being utilized in curriculum and instruction.
  - District and School Learning Plans
  - Aboriginal Education Survey results.



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# SUGGESTED STRATEGIES TO PROMOTE STUDENT SUCCESS

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- ❖ Early Learning programs and supports for Aboriginal students and families.
  - Primary Aboriginal Resource Teacher
- ❖ Academic, social and emotional programs, guidance and support for Aboriginal students and families across the grades.
  - Aboriginal Education Workers, Aboriginal Family Counsellors, K to 12 Aboriginal Resource Teacher, Aboriginal Support Teachers, Cultural Educators and Elders
  - Thompson Rivers University and other educational/community partnerships
  - Aboriginal Boys and Girls Groups, Roots of Empathy
  - Aboriginal Graduation Ceremony
- ❖ Learning opportunities for all that are reflective of *The First Peoples Principles of Learning* and *Aboriginal Worldviews and Perspectives*. Opportunities should include the following:
  - Authentic inclusion of relevant Aboriginal content locally and globally
    - Truth and Reconciliation Recommendations for Education
    - History and impact of Residential Schools
    - Aboriginal ways of living, learning and teaching
    - Connections to the land, history, language and culture
    - Provincially and locally developed programs, curricula and materials
      - English 10, 11 & 12 First Peoples
      - Math 8 & 9 First Peoples
      - Science First Peoples
      - SD #73 Non Fiction Reading Assessment
      - BCTF resources
- ❖ Documentation of enhanced programs and supports for Aboriginal students:
  - School Delivery Plan for Aboriginal Programs and Services
  - School Based Year End Report on Aboriginal programs and services
  - KATE
  - Aboriginal Education Binder
- ❖ Partnership opportunities to further enhance the academic success of Aboriginal students
  - Homework Clubs, tutoring, before and after school programs
- ❖ Communication as to the importance of regular attendance and its positive impact on Aboriginal student success.
  - SD #73 Handbook for Parents of Aboriginal Students
  - SD #73 Protocols specific to Aboriginal Ways of Being
- ❖ Programs and services to support Aboriginal males
  - Aboriginal Boys Group curriculum
  - Grandfathers' Council
  - Community role models

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# LANGUAGE & CULTURE

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Learning is embedded in memory, history, and story.

Learning recognizes the role of Indigenous knowledge.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

*First Peoples Principles of Learning*

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## GOAL

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Increase awareness and understanding of Aboriginal culture, traditions, languages, historical and contemporary contributions for all students and staff.

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## OBJECTIVES

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### **Increase the presence of Aboriginal cultures district wide.**

#### Indicators of Success

- ❖ District wide use of authentic Aboriginal resources and curriculum.
- ❖ Increased presence of Elders/Knowledge Keepers
  - School data and feedback
  - Cultural Educator reports

### **Honour and acknowledge the Secwepemc people on whose territory we live and learn.**

#### Indicators of Success

- ❖ District wide use of resources and curriculum relevant to the Secwepemc people.
  - Recognition of the territory at functions such as a school assembly, awards night, graduation, a celebration including Aboriginal communities, etc.
  - Presence and use of the Secwepemcúl'ecw flag in prominent locations
  - Presence and use of the Secwepemc Nation maps
  - Aboriginal Education Survey results

### **To expand and promote the opportunity for all students to learn Secwepemtsin.**

#### Indicators of Success

- ❖ Increased number of Secwepemtsin language courses offered
  - District data
- ❖ Increased number of students participating in Secwepemtsin language courses
  - District data



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# STRATEGIES TO PROMOTE LANGUAGE & CULTURE

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- ❖ Land- based learning programs and experiences that emphasize Aboriginal knowledge, using resources available within the community.
  - Seasonal traditions and practices ~ past and present
    - Ethnobotany
    - Hunting, fishing and harvesting
    - Shelter and transportation
    - Special events, ceremonies, stories, song and dance
    - McQueen Lake
- ❖ Resources to support the inclusion of Aboriginal language and culture district wide
  - Acquisition of authentic, relevant cultural resources to support the recognition and understanding of Aboriginal language and culture.
    - Theme related kits and other materials
    - Aboriginal Teacher Resource Website
    - Elders/Knowledge Keepers in Residence
    - Cultural Educators and Knowledge Keepers
    - First Voices and other related language applications
    - Locally developed Secwepemctsin language curriculum
      - Secwepemctsin language kits
- ❖ Secwepemctsin language visible and audible in schools and classrooms
  - Secwepemctsin language signage in all district buildings
  - Secwepemctsin language "Word of the Week"
  - Secwepemctsin language applications on District Aboriginal Education Website
  - Community partnerships in Secwepemctsin language program development

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# DISTRICT & SCHOOL CULTURE

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Learning is holistic, reflexive, reflective, experiential, and relational  
- focused on connectedness, on reciprocal relationships, and a sense of place.

*First Peoples Principles of Learning*

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## GOAL

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To increase Aboriginal students' sense of belonging including sense of place, personal and cultural identity and self-esteem in a caring safe inclusive environment.

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## OBJECTIVES

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**Build capacity district wide for inter-cultural understanding, empathy and mutual respect.**

Indicators of Success

- ❖ Increased number of locally developed Aboriginal courses and programs that are reflective of historical and contemporary themes and topics
  - District data
  - School data
- ❖ Increased number of Aboriginal courses such as BC First Nations Study 12, English First Peoples 10,11 & 12
  - District data
- ❖ Increased number of students participating in Aboriginal courses and programs
  - District data
  - School data

**Increase the presence of Aboriginal culture, history and language district wide.**

Indicators of Success

- ❖ Visible presence of authentic cultural representation in schools and facilities
  - Aboriginal Education Survey/Documentation

**To increase students' sense of belonging, cultural identity and safety district wide.**

Indicators of Success

- ❖ Increased number of Aboriginal Boys and Girls Groups
- ❖ Increased participation in Aboriginal Boys and Girls Groups
  - District data – student suspensions and withdrawals, attendance
- ❖ Increased number of students participating in school leadership opportunities
  - School data



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# STRATEGIES TO PROMOTE DISTRICT & SCHOOL CULTURE

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- ❖ School Delivery Plan for Aboriginal Programs and Services
  - School team working in collaboration to plan enhanced programs and supports to meet the needs of Aboriginal students ~Aboriginal Education Worker, principal, teachers
  - Aboriginal Boys and Girls Groups
  - Medicine Wheel and Seven Sacred Teachings
  - Martin Brokenleg's Circle of Courage ~Mastery, Independence, Courage, Belonging
- ❖ Availability and use of programs associated with social issues:
  - racism
  - abuse
  - bullying, cyber-bullying
  - sexuality, LGBTQ
- ❖ Indigenization of mainstream programs to reflect Aboriginal culture
  - Roots of Empathy, Talking Tables, Dance PI3y, StrongStart, etc.
  - Home Economics: Aboriginal food knowledge, artistic presence in textile projects
  - Literature Circles, book clubs, guided reading, novel studies, art classes, etc.
- ❖ Visible presence of First Nations, Métis and Inuit cultures at district and school events
  - flags and maps
  - Authentic artistic representations such as murals, displays, exhibits, particularly those involving students
  - Events such as Pow Wows, North Shore Cultural Education Day, Rivers Day, school cultural days, Day of Suwentwecw, Orange Shirt Day, Aboriginal Day, assemblies, concerts, etc.
  - Cultural Dance and Drum Groups
  - Land/project based learning opportunities
- ❖ District and school leadership opportunities for Aboriginal students.
  - School and district leadership teams
- ❖ District wide professional development opportunities to increase cultural competency and understandings for all district personnel
  - Aboriginal community **participation** in the planning and presentations

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# ABORIGINAL PARENT & COMMUNITY ENGAGEMENT

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Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning involves generational roles and responsibilities.

*First Peoples Principles of Learning*

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## GOAL

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To enhance, nurture and value positive relationships between the district, parents and communities.

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## OBJECTIVES

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**Increase and enhance Aboriginal parent engagement in school/district functions.**

Indicators of Success

- ❖ Presence of parents at school and district functions
  - School and District data

**Increase and enhance community engagement in school/ district functions.**

Indicators of Success

- ❖ Presence of Elders, community members and partners at school and district functions
  - School and District data

**Recognize and value Aboriginal parent and community knowledge through school and district participation in community events.**

Indicators of Success

- ❖ Presence of school and district staff at Aboriginal community events
  - School data
  - Aboriginal Education Survey

**Build capacity for parents, community and school personnel to work together to ensure the success for all Aboriginal students.**

- ❖ Increased number of parents, community and school personnel participating in meetings, events and activities in schools and communities.
  - Aboriginal Education Survey



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# STRATEGIES TO PROMOTE ABORIGINAL PARENT & COMMUNITY ENGAGEMENT

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- ❖ Inclusion of Aboriginal families in Parent Advisory Councils and other locally developed parent groups.
  - Community based gatherings to increase parent comfort, knowledge and participation in school events and organizations, similar to FNEESC's model of First Nations Parents' Clubs
  - Community resource of advocates and supports
- ❖ Ongoing communication between the district, schools, parents and communities through:
  - Use of Synervoice, school newsletters, phone calls, text messages, emails, district and school websites, and face to face connections
  - Band and community connections with district and school personnel
- ❖ Partner with Bands and Aboriginal organizations to increase the awareness of available support services for Aboriginal students in the district.
- ❖ Enhance the opportunities for and promote the importance of family participation at school, at home, and in the community.
  - SD #73 Handbook for Parents of Aboriginal Students
  - Aboriginal family events ~ dinners, teas, mug and muffin, etc.
  - Elders' Circle, Elders in Residence
  - Community spaces for families to gather in schools
  - Day of Suwentwecw
  - Aboriginal Day celebrations ~ school and community
  - Cultural presentations and events
  - Parent/teacher interviews at school and in communities
  - School and community hosted events in communities
  - Aboriginal Graduation Ceremony

## APPENDIX A

### Truth and Reconciliation Commission of Canada: Calls to Action – Education

We call upon the Government of Canada to:

- Repeal Section 43 of the Criminal Code of Canada  
(*Correction of Child by Force - Every schoolteacher, parent or person standing in the place of a parent is justified in using force by way of correction toward a pupil or child, as the case may be, who is under his care, if the force does not exceed what is reasonable under the circumstances.* R.S.C., 1985, c .C-4)

We call upon the federal government to:

- Develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians
- Eliminate the discrepancy in federal education funding for First Nations children being educated on reserves and those First Nations children being educated off reserves
- Prepare and publish annual reports comparing funding for the education of First Nations children on and off reserves, as well as educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people
- Draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:
  - Providing sufficient funding to close identified educational achievement gaps within one generation
  - Improving education attainment levels and success rates
  - Developing culturally appropriate curricula
  - Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses
  - Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in the public school systems
  - Enabling parents to fully participate in the education of their children
  - Respecting and honouring Treaty relationships
- Provide adequate funding to end the backlog of First Nations students seeking a post-secondary education

We call upon the federal, provincial, territorial, and Aboriginal governments to:

- Develop culturally appropriate early childhood education programs for Aboriginal families.



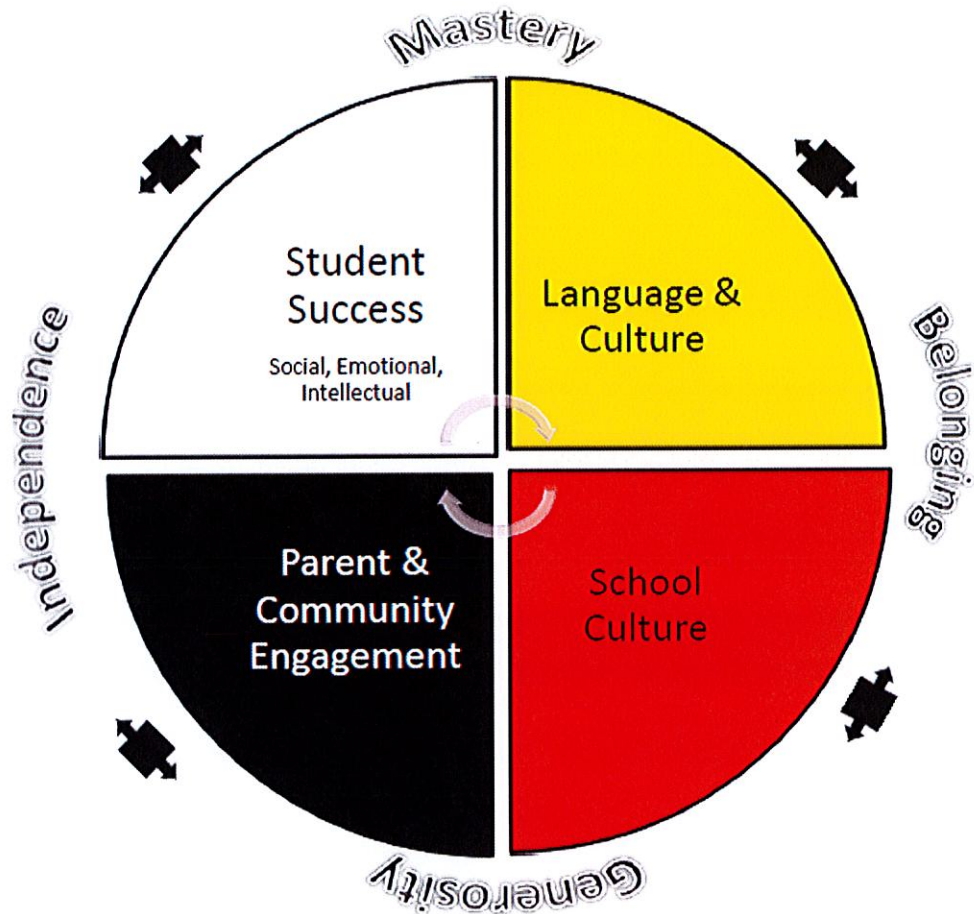
## **An Audit of the Education of Aboriginal Students in the BC Public School System – Recommendations to the Ministry**

- Collaborate with boards of education, superintendents, and Aboriginal leaders and communities to:
  - Develop a system-wide strategy with accountabilities to close the gaps between Aboriginal and non-Aboriginal student outcomes
  - Provide all students with a curriculum that addresses the past and present effects of the colonization of Aboriginal peoples in British Columbia.
  - Address obstacles to ensuring safe, non-racist, culturally relevant learning environments through teacher professional development, cultural awareness training, and strategies to hire the best people to work with Aboriginal students
  - Define and implement standardized monitoring and assessment of key indicators of Aboriginal and non-Aboriginal students' progress at key stages throughout their school career
  - Define and implement expectations for regular provincial and district reporting on:
    - Aboriginal student (on and off-reserve, First nations, Métis and Inuit) achievement
    - Progress in meeting targets to close the gaps
    - Effectiveness of strategies for Aboriginal students
- Provide support to boards of education and superintendents to ensure they have the capacity to achieve results
- Take action when school districts have not achieved expected results for Aboriginal students
- Evaluate the effectiveness of targeted funding and enhancement agreements as strategies to close the gaps in education outcomes between Aboriginal and non-Aboriginal students, and use the results to improve its policies to better support Aboriginal student outcomes
- Work with boards of education to ensure School Completion Certificates are only granted to students who require a modified program due to a special need that prevents them from working toward graduation
- Establish responsibility within the ministry for developing a systematic approach to data analysis on Aboriginal student achievement
- Use the evidence from ministry data analysis to inform decision making and clarify expectations of boards of education
- Support superintendents in their work with boards of education, staff, Aboriginal leaders and communities, and other districts to develop capacity to use data and evidence to plan for Aboriginal students achievement

## APPENDIX B

### ABORIGINAL PROGRAMS & SUPPORTS

SCHOOL:









***Artist***  
***Amy McNab, 2016 Graduate***  
***South Kamloops Secondary School***