



The Board of Education of
School District No. 42
(Maple Ridge - Pitt Meadows)



4th ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT

Created through collaboration between


The Board of Education of School District No. 42
(Maple Ridge - Pitt Meadows),


the Aboriginal Education Advisory Committee,
and the British Columbia Ministry of Education


Thursday, April 23rd 2015

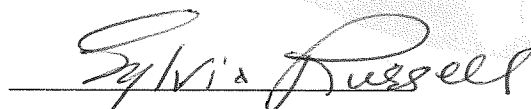
We, the undersigned, recognize and honor our shared responsibility for, and commitment to, the success of all Aboriginal students in School District No. 42. We agree the terms of the attached *School District No. 42 Aboriginal Education Enhancement Agreement* signify our collective commitment to work together in a relationship of mutual respect and strength of purpose that will result in positive outcomes for all Aboriginal learners in our District.

This agreement is in effect from July 1, 2015 to June 30, 2020.

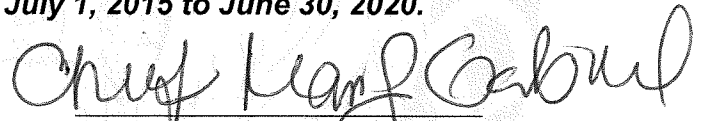

Chief, Katzie First Nation


Aboriginal Community Representative


Aboriginal Student Representative


Superintendent of Schools


Ministry of Education Representative


Chief, Kwantlen First Nation


Métis Community Representative


Chair, Board of Education


Secretary-Treasurer



Chair, Aboriginal Advisory
Committee

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Background Information

School District No. 42 (Maple Ridge – Pitt Meadows) lies within the traditional territory of the Katzie First Nation and the Kwantlen First Nation. The school district serves all Aboriginal students within the communities of Maple Ridge and Pitt Meadows. School District No. 42 was the third district in British Columbia to sign an Enhancement Agreement between the District, the Aboriginal Community and the Ministry of Education in 2000. Our second agreement was in effect from July 1, 2005 to June 30, 2010, and our third agreement has been in effect from July 1, 2010 until June 30, 2015.

On July 1, 2015, we will begin our 4th Enhancement Agreement, which will be in effect from July 1, 2015 until June 30, 2020.

This agreement is the result of ongoing engagement by members of the Aboriginal community and School District No. 42. We have held regular advisory meetings, band meetings, staff meetings, and district meetings along with extensive personal and electronic communication to maintain and review our current agreement, and to develop our newest agreement. We have revisited this agreement several times since May 2013, and have asked for feedback and input from staff, parents, students, and our community partners. The goals contained in this agreement represent input from all stakeholders: School District No. 42 staff, students, parents, and members of Katzie First Nation, Kwantlen First Nation, The Golden Ears Métis Society, and the Fraser River All Nations Aboriginal Society.

Principles of This Agreement

The intent of this agreement is to facilitate excellence and success for all Aboriginal learners at all grade levels. The partners to this agreement will:

- Support all Aboriginal students in our schools.
- Cultivate a learning community where Aboriginal students experience safety, respect and a positive sense of belonging.
- Engage in collaborative decision making regarding matters involving Aboriginal education in the School District.
- Continue to review the goals and objectives of the Aboriginal Education Enhancement Agreement to ensure it is a living, evolving guide for Aboriginal student success.

Aboriginal Education Advisory Committee Members

Katzie First Nation

Kwantlen First Nation

Métis Community Parents/Guardians

Aboriginal Community Parents/Guardians

Aboriginal Students

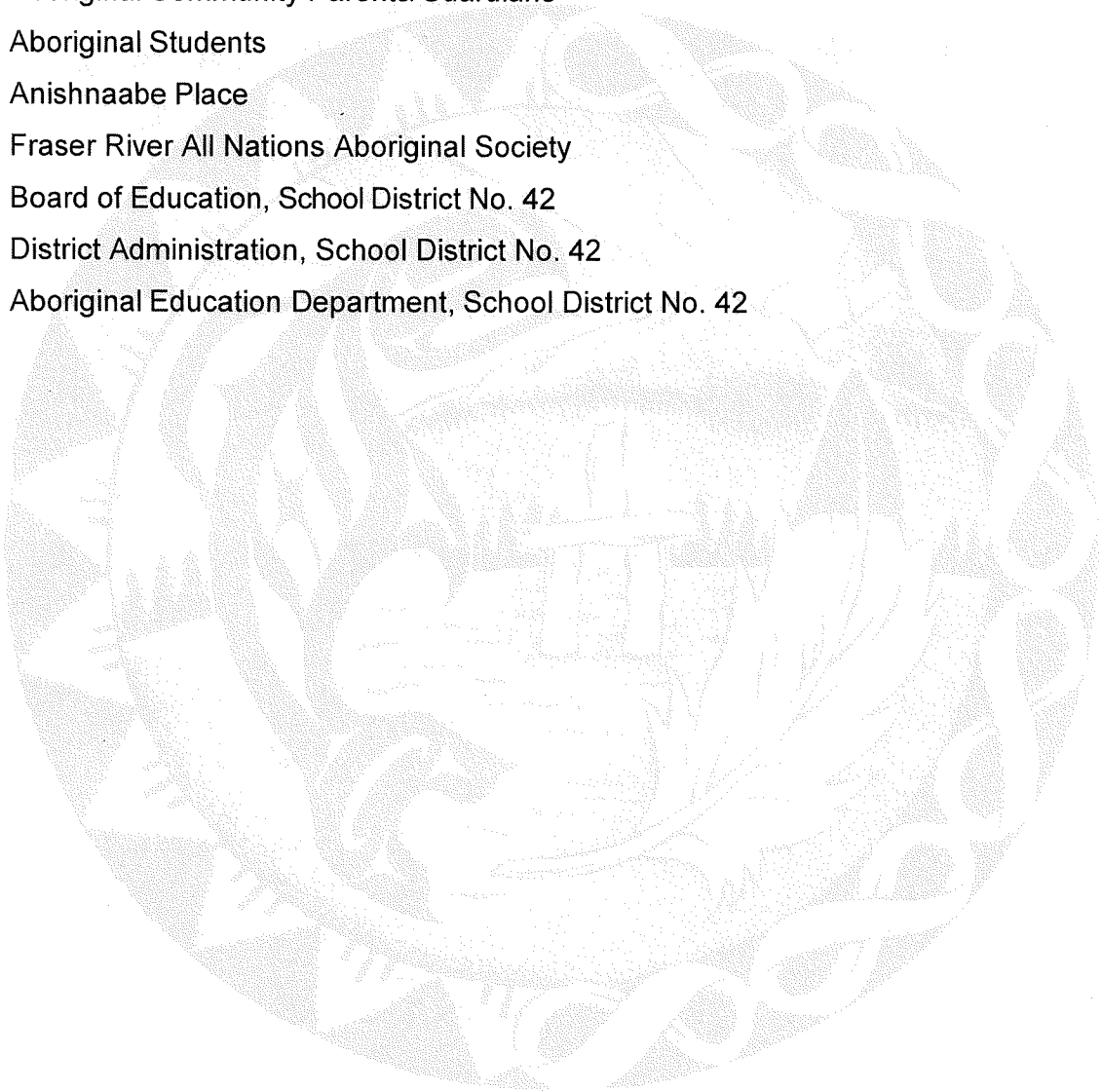
Anishnaabe Place

Fraser River All Nations Aboriginal Society

Board of Education, School District No. 42

District Administration, School District No. 42

Aboriginal Education Department, School District No. 42



Aboriginal Education Advisory Committee Terms of Reference

The Advisory Committee represents and supports the collective responsibility for promoting success for all Aboriginal students in School District No. 42. This group meets three (3) times each school year: in the Fall (October), Winter (February) and Spring (May). Additional meetings for discussion and consultation can be organized as needed throughout the year.

The mandate of the Aboriginal Education Advisory Committee is:

- To provide a forum for an open, honest exchange of information and ideas.
- To make recommendations and suggestions which will assist the School District in better meeting the needs of Aboriginal learners.
- To counsel School District No. 42 in matters pertaining to Aboriginal culture.
- To serve as resource people for School District No. 42 and for the organizations represented on this Committee.
- To review our Aboriginal Education Enhancement Agreement on an annual basis, and to recommend or approve yearly strategies that support our goals.

Considerations That Have Influenced Our Thinking Along the Way

- School District No. 42 has had 5 different superintendents between the signing of the first Aboriginal Education Enhancement Agreement and the upcoming signing of our fourth Aboriginal Education Enhancement Agreement. Each superintendent has brought different perspectives and priorities to the overall education program and philosophy in our district.
- We have also had 4 different principals of Aboriginal Education. Each person serving in this position has brought different perspectives and priorities to the Aboriginal Education department.
- Many of the previously utilized assessments for literacy and numeracy are no longer being administered on a district-wide basis. One of our district goals is to establish effective assessments for literacy and numeracy competencies. This will influence the type of data we collect.
- The Foundation Skills Assessments (F.S.A. s) have ceased to be valid measures of literacy and numeracy due to high numbers of students not participating.
- The number of self-identified students in the Aboriginal Education department climbed steadily until the 2014-15 school year, at which point we experienced a slight decline. Although our February 17, 2015 "1701" tally shows another increase in self-identified students, we are still projecting a net decrease in numbers over the next few years. This is due to lower numbers of incoming self-identified kindergarten students compared to numbers of outgoing grade 12 students.
- During the term of our current Aboriginal Education Enhancement Agreement the Aboriginal Education department chose to adjust its practice of how supports are delivered to students. The "Case Management" model was introduced at the secondary level during the 2011-12 school year. In this model individual student needs determine priority supports. Our supports are still guided by the goals in our Aboriginal Education Enhancement Agreement; however, we are striving to deliver supports in a much more individualized manner. Beginning with the 2012-13 school year, we also implemented this approach at the elementary level.
- Graduation rates have improved in recent years. We attribute this, in part, to the implementation of the Case Management model.
- As our students have experienced greater success their needs and desires for support have changed. We expect to further increase our graduation rates,

which could continue to influence both the amount and type of support we provide to students.

- School District No. 42 has changed its reporting practice from letter grades in intermediate grades. Elementary students are now assessed on general competencies and student progress is communicated through student led, portfolio-based conferences.
- Each year we experience a high degree of movement across schools, or in / out of the district. This makes it difficult to track grade-to-grade transitions with any sense of accuracy. We have found our Case Management model has assisted us with tracking movement between schools or districts, and has also allowed us to be more aware of students who make choices to drop out of the regular school program. We are able to communicate such changes in a timely manner to our Alternate Education program in an attempt to continue supporting our students.

Underlying Beliefs That Have Shaped Our Current Goals

Belonging *allows* Engagement

Engagement *supports* Achievement

Achievement *enhances* a Life of Value

(Karen Edwards, 2015: supported by thesis research)

Students and their families develop a sense of belonging to various groups, or communities. We see schools as one of these communities: each school is a community in which all members – students, parents, and staff – are constantly learning and developing. To maximize the learning and growth potential of individual members within a school community, their bond to school must be strong and healthy. This is accomplished by developing high quality, trusting relationships, and by providing educational programs that support individual learning styles and interests.

Each person in the school community must be seen as inherently whole and can be envisioned as a blend of spirit, mind, emotion, and body. These values are described in the Medicine Wheel teachings and form the foundation of the goals in this Aboriginal Education Enhancement Agreement. Students in our schools need opportunities to develop in all facets: spirit, mind, emotion, and body. This includes the broad learning areas of:

- Sense of self (interests/gifts/talents/strengths);
- Healthy bodies and relationships;
- Self-management skills (i.e. confidence, resiliency, goal setting);
- Knowledge and academic skills.

Families, communities, and schools must work together to support students as they grow and develop in each of these four areas. Although the Aboriginal Education department, and School District No. 42 in general, strives to support the whole student, our primary focus in schools is on intellectual, social, emotional, and physical growth. The goals in this Aboriginal Education Enhancement Agreement represent our

commitments in these areas. We will support students based on their individual needs through a variety of structures and strategies.

2015 – 2020 Goals and Rationale

The following goals represent overarching commitments and priorities we will pursue throughout the duration of this Agreement.

The Aboriginal Education department staff will develop a plan for specific strategies and assessments each year based on a review of student progress. We will also maintain detailed documentation of our yearly plan. We will share our plan with District and school staff each year and will explain how we can:

1. Provide direct support to Aboriginal students.
2. Provide support to schools so they are better able to support the goals contained in this Aboriginal Education Enhancement Agreement through their daily practice.

Based on feedback from our partners, we acknowledge that successful school completion for our students incorporates both a connection to their culture and a strong sense of “next steps” in their lifelong learning path.

Goal 1 Continue to develop a strong sense of community for Aboriginal students and families in their schools and within School District No. 42.

Rationale:

This goal relates to the first statement in our “Underlying beliefs” (page 9):

“Belonging *allows* Engagement”

We acknowledge a strong sense of belonging is necessary for learning to occur. We envision school communities where Aboriginal students feel a strong sense of connection to Aboriginal Education department staff, to school staff in general, and to other students. We believe this sense of connection

will lead to stronger and healthier learning, and to a broader range of involvement in both academic and extra-curricular opportunities within the school community. We believe our increase in graduation rates is directly related to the effort we make to connect with students, and assist them with staying connected to their teachers and academic requirements.

During conversations with our parent community and staff, this goal has been identified as the number one priority to continue in our 4th Aboriginal Education Enhancement Agreement. This goal is also an important one in the School District No. 42 Strategic Plan: Roadmap to Excellence document (page 5). Our general belief is that if students feel connected to their school they will experience higher levels of attendance and engagement, and a higher quality of learning.

In the Ministry of Education “Aboriginal Report 2009/10 – 2013/14: How Are We Doing?” the Ministry of Education Satisfaction Survey for School District No. 42 students asked the questions that follow. Aboriginal student responses are shown below:

Question	Year	Gr. 4	Gr. 7	Gr. 10	Gr. 12
How safe do you feel at school? (% of students reporting “all the time or many times”)	2009-10	74%	69%	63%	57%
	2013-14	80%	87%	63%	78%
At school are you bullied, teased, or picked on? (% of students reporting “all the time or many times”)	2009-10	16%	13%	11%	11%
	2013-14	15%	7%	10%	15%
How many adults at your school care about you? (% of students reporting 2 or more adults)	2009-10	92%	85%	64%	78%
	2013-14	93%	94%	79%	86%
Are you being taught about Aboriginal peoples in Canada? (% of students reporting “all the time or many times”)	2009-10	87%	28%	23%	15%
	2013-14	55%	22%	47%	29%

These responses suggest we have seen an improvement in students’ feelings towards school. They also suggest there is still room for improvement. In terms of awareness of Aboriginal peoples and culture, these responses indicate we still have considerable room for improvement.

We will continue to develop positive relationships between schools, staff, students, and families. This will be accomplished through the personal connections we strive to maintain, and through the many activities we offer to students. We will continue to offer cultural and historical workshops to classes and schools in all grades, and will continue to offer education to district staff about Aboriginal cultures and history.

Each year we will select “indicators of success” that best inform us about our progress in each of the goal areas. We will collect, analyze, and report on our data each year.

Goal 2 **Support and improve the quality of school achievement for all Aboriginal students.**

This goal relates to the second statement in our “Underlying beliefs” (page 9):

“Engagement *supports* Achievement”

Rationale:

Improving graduation rates continues to be a priority goal, and although we have seen improvements in recent years, we see the need for continued improvement.

Parents have continued to support this goal and it is consistent with both district and provincial educational priorities. In collaboration with our community and district partners we will strive to provide services and supports for all Aboriginal students.

Each year we will select “indicators of success” that best inform us about our progress in each of the goal areas. We will collect, analyze, and report on our data each year.

Goal 3 **Transition Aboriginal students into their future learning, employment, and life experiences beyond the completion of their secondary program.**

This goal relates to the third statement in our “Underlying beliefs” (page 9):

“Achievement *enhances* a Life of Value”

Rationale:

Feedback from our parent community suggests caution that we not simply focus on trying to increase graduation rates. Parent feedback suggests it is equally important to focus on the quality of graduation; we need to support students in developing a vision of what to do after grade 12. We coined the term “Quality Graduation” to reflect this outcome.

In the Ministry of Education “Aboriginal Report 2009/10 – 2013/14: How Are We Doing?” the Ministry of Education Satisfaction Survey for School District No. 42 students asked the questions that follow. Aboriginal student responses are shown below:

Question	Year	Gr. 10	Gr. 12
Are you satisfied school is preparing you for a job in the future? (% of students reporting “all the time or many times”)	2009 – 10	38%	24%
	2013 - 14	36%	19%
Are you satisfied school is preparing you for post-secondary education (e.g. college, university, trade school) (% of students reporting “all the time or many times”)	2009 – 10	38%	43%
	2013 - 14	43%	33%

These statistics, along with feedback from parents, point to the need for us to address this goal through a variety of strategies. We realize there are many factors related to feeling “prepared” for the next steps after secondary school, and will review our yearly Implementation Plan to update strategies, based on student needs.

This goal is tied very closely to our second goal: **“Support and improve the quality of school achievement for all students”**. However, given the specific feedback we received about this priority we felt it important to include it as a separate goal in this Education Enhancement Agreement.

Each year we will select “indicators of success” that best inform us about our progress in each of the goal areas. We will collect, analyze, and report on our data each year.

Appendix 1: Yearly “Implementation Plan” Timeline

Each year we will review specific objectives related to major goals and will update them for the upcoming school year. Our yearly timeline for this process is:

June: Yearly review of student progress related to individual needs surveys.

Reflection and review of specific objectives, strategies, and progress measurements from the present school year.

Review objectives, and identify strategies and progress measurements for the upcoming year.

Prepare our annual Department Report.

Sept. Review student needs surveys / learning inventories for new students.

Review and finalize priority objectives, strategies, and progress measurements related to our Aboriginal Education Enhancement Agreement goals for this school year. This will form the framework for our Annual Report.

Oct. Report to the Advisory Committee about this year's priority goals and objectives.

Nov. Review of student progress related to individual needs and departmental goals.

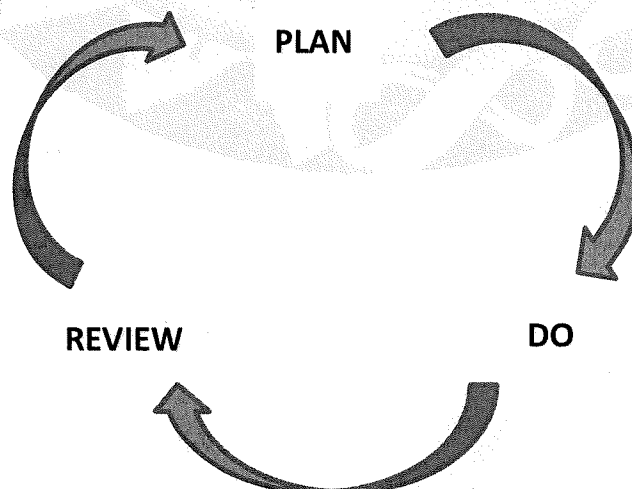
Mar. Review of student progress related to individual needs and departmental goals.

June: Yearly review of student progress related to individual needs surveys.

Reflection and review of our progress related to this year's objectives, strategies, and progress measurements.

Revise and update objectives, strategies, and progress measurements for the upcoming year.

Preparation of annual Department Report.



Appendix 2: Summary of Previous Agreements

First Agreement June 2000 – June 30, 2005

Purpose:

Create and maintain performance parity between Aboriginal and non-Aboriginal students.

Performance Goals:

Improve Dogwood completion rates
Improve government exam results
Improve literacy and numeracy
Improve participation and success rates in Math Gr. 11 and Eng. Gr. 11
Improve attendance
Improve retention rates
Improve literacy at K – Gr. 2
Improve in building and maintaining relationships between school personnel and adult family members / guardians.

Second Agreement July 2005 – June 30, 2010

Purpose:

Promote importance of cultural education in increasing academic and social success of Aboriginal students.

Maintain and expand academic programs as necessary to meet the needs of Aboriginal learners.

Continue to build relationships in our schools that are welcoming and supportive of Aboriginal children and families.

Performance Goals:

Primary literacy
Elementary literacy
Elementary numeracy
Secondary literacy
Increased graduation
Increased retention rates

Third Agreement July 2010 – June 30, 2015

Purpose:

Facilitate excellence and success of all Aboriginal learners at all age levels.

Promote the importance of cultural education in order to increase the academic and social success of Aboriginal students.

Maintain and expand meaningful academic, trades and cultural programs where possible.

Continue to build relationships in our schools that are welcoming and supportive of Aboriginal children, their families, and the Aboriginal community.

Support students who are of First Nations, Métis, and Inuit ancestry.

Cultivate a safe and respectful learning environment.

Increase knowledge of and respect for Aboriginal culture, language and history among all students, School District No. 42 staff and community.

Continue to review the targets and initiatives of the Aboriginal Education Enhancement Agreement to ensure it is a living evolving guide for Aboriginal student success.

Goals and Objectives:

Goal 1: To improve Aboriginal students' success in School District No. 42

- Obj. 1.1 Literacy: improve reading and writing at all grade levels
- Obj. 1.2 Numeracy: improve numeracy skills at all grade levels
- Obj. 1.3 Increase grade to grade transition rates
- Obj. 1.4 Increase graduation and successful school completion rates

Goal 2: Improve Aboriginal students' sense of belonging in School District No. 42

- Obj. 2.1 Enhance Aboriginal students' sense of belonging
- Obj. 2.2 Increase the knowledge of and respect for Aboriginal culture and history for all students