


**First Nations, Métis and Inuit
Education Enhancement
Agreement
2015-2020**



School District 69 (Qualicum)

First Nations, Métis and Inuit Education Enhancement Agreement
SD 69 (Qualicum)
2015-2020

Preamble:

School District 69 exists within the territories of Coast Salish People, and within the shared traditional territories of Qualicum and Nanoose First Nations.

School District 69 welcomes and supports all First Nations, Metis and Inuit families and students, with the understanding in this context, that First Nations includes all Aboriginal people and people of Metis and Inuit ancestry.

The Education Enhancement Agreement between the First Nations, Metis and Inuit people living in the boundaries of School District 69, School District and the Ministry of Education respects the right of all First Nations, Metis and Inuit students to receive a quality education in the public school system and a meaningful graduation that provides a foundation for students to become successful, contributing members of the community and society of their choice.

The purpose of this agreement is to hold the following groups and individuals collectively responsible for supporting and guiding the achievement of First Nations, Metis and Inuit students:

- All School district employees
- First Nations people
- Caregivers and Families
- Communities
- Students

Guiding Principles:

We believe it is important to:

- Honour and acknowledge the traditional teachings of the elders/ ancestors and the wisdom and guidance which are to be found in First Nations, Metis and Inuit culture.
- Promote a learning environment where First Nations, Metis and Inuit students feel confident and proud of their ancestry and where all students are aware, knowledgeable and respectful of First Nations, Metis and Inuit culture.
- Acknowledge that at this time, the school success of First Nations, Metis and Inuit students may require enhancement in the form of the provision of additional resources and educational opportunities.
- Develop shared responsibility and mutual respect through ongoing dialogue and strong relationships that recognize the cultural differences and diverse needs of First Nations, Metis and Inuit students.

Background to this Enhancement Agreement

In 2003-04, School District 69 was among the first group of School Districts in the province to develop and work through a First Nations Enhancement agreement. The goals laid out in that agreement were monitored until 2008 with great success.

A public forum in 2008 reviewed the progress and discussed new directions for the agreement set out for 2009-2014. Meetings of the First Nations Education Advisory committee provided direction for the agreement during that time.

In 2014, First Nations Advisory Committee, caregiver and community input was sought regarding the development of this agreement. Surveys, public meetings, and consultation with existing staff created the foundation for this new agreement for 2015 -2020. The advisory committee along with First Nations Education program staff reviewed and further developed the work begun by the data collected.

The First Nations, Metis and Inuit Education Advisory Committee is made up of:

- a member from the Qualicum First Nation
- a member from the Nanoose First Nation
- three elected First Nations, Metis and Inuit parents (Off Reserve)
- a member from the Mount Arrowsmith Teachers Association (MATA)
- a member from the Qualicum District Principals and Vice-Principals Association (QDPVPA)
- a School District 69 (Qualicum) Trustee

The following frame of reference has been carried forward from the last agreement:

- The new Enhancement agreement will not abandon the goals and objectives of the previous agreements. They are seen to be successful strategies and have become part of the norm of service provided.

Goals

- To support the transition of students between grades 10 to12.
- To improve the numeracy achievement of First Nations, Metis and Inuit students at all levels.
- To improve the Hul'q'umi'num language skills and knowledge of students in School District 69 (Qualicum).
- To increase an understanding and awareness of Indigenous pedagogy among all students and staff in School District 69.
- To improve attendance of students by continuing to explore flexible learning environments.

Indicators/Targets:

- Indicators for each goal will be chosen during the first year of the First Nation, Métis, and Inuit Enhancement Agreement. Five year targets will be set after the baseline data has been collected. The data will be collected, analyzed and reviewed annually to inform our partners about the progress that is being made towards the targets that have been set.

Summary of Goals and Rationale

Goal:

To support the transition of students between grades 10 to 12.

Rationale:

We have noticed through the data (student marks and attendance) we have been analyzing that our students are doing well until grade 10. We have also looked at the data provided by the Ministry of Education's, "How are we doing report" to validate our findings. (Please see page 6 of the addendum) We will maintain support for student transitions into grade 8 and through to grade 10 and continue to focus on transitioning students from grade 10 through to completion.

We need to continue to collect and look at the data throughout the school year and implement intervention strategies to keep students connected to school so they are completing successfully. We will meet and review the data collected on our students annually and in collaboration with our Secondary Schools. We will be utilizing the suggested strategies listed in the appendix on pages 10 and 11 to implement the above goal.

Goal:

To improve the numeracy achievement of First Nations, Metis and Inuit students at all levels

Rationale:

We have noticed through the data that we collected over the last few years that there are still ongoing concerns when it comes to Numeracy success and completion for our First Nations, Metis and Inuit students. (Please see page 5 in Addendum for data). In order to increase the success rate in numeracy competencies of First Nations, Metis and Inuit students we need to continue to collect and look at the data throughout the school year and implement intervention strategies to keep students connected to school so that they are completing successfully. We will meet and review the data collected on our students annually and in collaboration with our Secondary Schools. We will be utilizing the suggested strategies listed in the appendix on pages 10 and 11 to implement the above goal.

Goal:

To improve the Hul'q'umi'num language skills and knowledge of students in School District 69 (Qualicum).

Rationale:

We believe that it is honourable to teach the language spoken traditionally in this land. We further believe that by teaching the indigenous language, students will be motivated to learn their own indigenous languages. This instills a sense of belonging and pride. We will be utilizing the suggested strategies listed in the appendix on pages 10 and 11 to implement the above goal.

Goal:

To increase an understanding and awareness of Indigenous pedagogy among all students and staff in School District 69

Rationale:

We have over 400 students of First Nations, Metis and Inuit ancestry attending our school district in any given year. We feel that there is a need to educate teachers, support staff, administration, parents and students that reside in School District 69 about the history, language and culture of First Nations, Metis and Inuit people. The First Nations, Metis and Inuit program was created over 20 years ago to promote and enhance the language, history and teachings of First Nations, Metis and Inuit people. The program was to be the catalyst for change towards correcting the misrepresentation of First Nations, Metis and Inuit history and culture as told by people who usually did not know the true history, language and culture of the First Nations Metis and Inuit. By educating the people who work with our students and families in our school district, we are hoping to ensure that the First Nations, Metis and Inuit people in our school district feel welcomed and validated by having their history, language and culture being embraced. We will be utilizing the suggested strategies listed in the appendix on pages 10 and 11 to implement the above goal.

Goal

To improve attendance of students by continuing to explore flexible learning environments

Rationale:

Historically, attendance has been an issue for First Nations students in SD69. (Please see page 7 of the addendum for data). In the past we explored different ways of providing support for students and their families by implementing strategies to support and encourage better attendance. While we have been somewhat successful in the past at least in decreasing the number of days missed we still need to do work in this area.

In this agreement we have turned our focus to see how the School District can provide programming that is flexible to ensure success for those students who need more options and flexibility in their learning. We will also put greater emphasis on meeting with classroom teachers to discuss student engagement in the classroom and offer support to ensure the student success which will then increase the chances of them feeling a sense of belonging. We will be utilizing the suggested strategies listed in the appendix on pages 10 and 11 to implement the above goal.

APPENDIX

The following are suggested strategies that we plan to use for all goals areas of our 2015 -2020 First Nations, Metis and Inuit Education Enhancement Agreement. We will be reviewing the suggested strategies on an annual basis and adjusting them annually to ensure they are meeting the needs of students and goals.

Suggested Strategies:

- Create individualized learning plans with students who appear to be struggling in grades 10 to 12. This will assist with successful completion. This will also give us data as evidence as to whether this intervention works.
- To provide monthly workshops for parents of adolescents on a variety of topics, including parenting skills and what children are expected to learn and why. Workshops would also include information about the services available to parents and students regarding academic and post-secondary programs.
- To provide cultural links for students specifically in those grade levels. These may include lunches with elders, cultural activities etc.
- To provide academic and emotional support during and after school hours.
- To continue to educate school district staff on how the current school system can shift to meet the specific needs of First Nations, Metis and Inuit students.
- To enhance opportunity for students to become involved with district programs such as; Rivers, Oceans and Mountains School (ROAMS), Blade Runners and Headstart.
- Create a focus group of students and staff to get feedback as to how the School District / First Nations program could provide support in a way that best engages students in their learning.
- Provide one-on-one tutoring in Math at all grade levels as needed.
- Continue to explore new resources; putting together First Nations, Metis and Inuit themed numeracy bins; raise teacher awareness of existing Math bins at the DRC.
- Support students to explore Math through First Nations teachings.
- Find and explore ways to make Math fun, relevant and connected to the 'Real World'.
- Professional Development for First Nations staff in numeracy-teaching skills
- Expand the opportunity for all students enrolled at two elementary schools to participate in Piloting the Hul'q'umi'num language
- Explore the languages of other First Nations students
- Acquire bi-lingual resources
- Access the support of fluent language speakers in the community

- To increase participation of First Nations, Metis and Inuit students in school and community extracurricular, leadership and mentorship activities.
- Provide evening Programs to help students 'catch up'...a post-school time targeted intervention
- Educating parents on specifically why attendance is important
- Implementing incentive programs for attendance
- Create a plan of action to address attendance ie; Sept/Oct – Have a focus group, Nov – Jan – Monitor progress and reconvene for a meeting – lay out next plan of action etc.

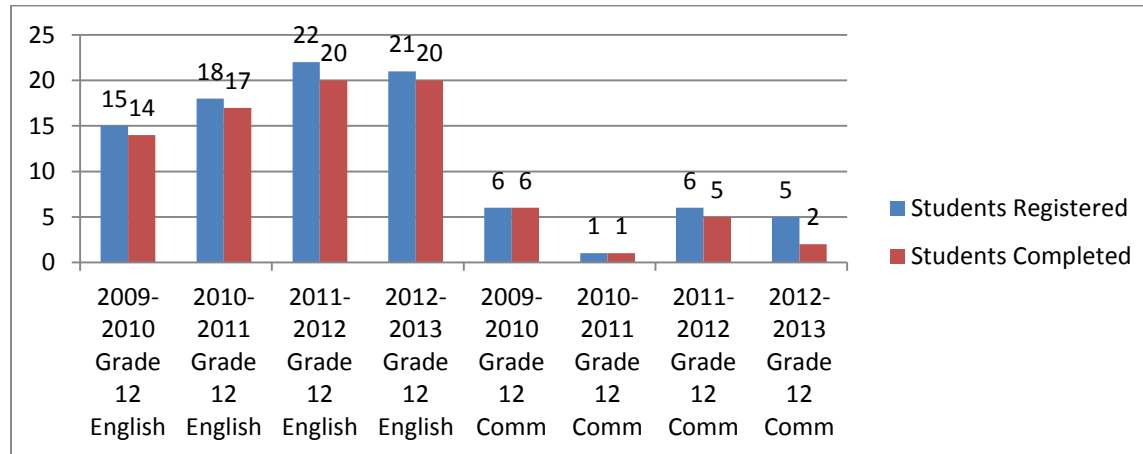
ADDENDUM

Areas of ongoing strength

What areas of the 2010-2015 Enhancement showed strengths?

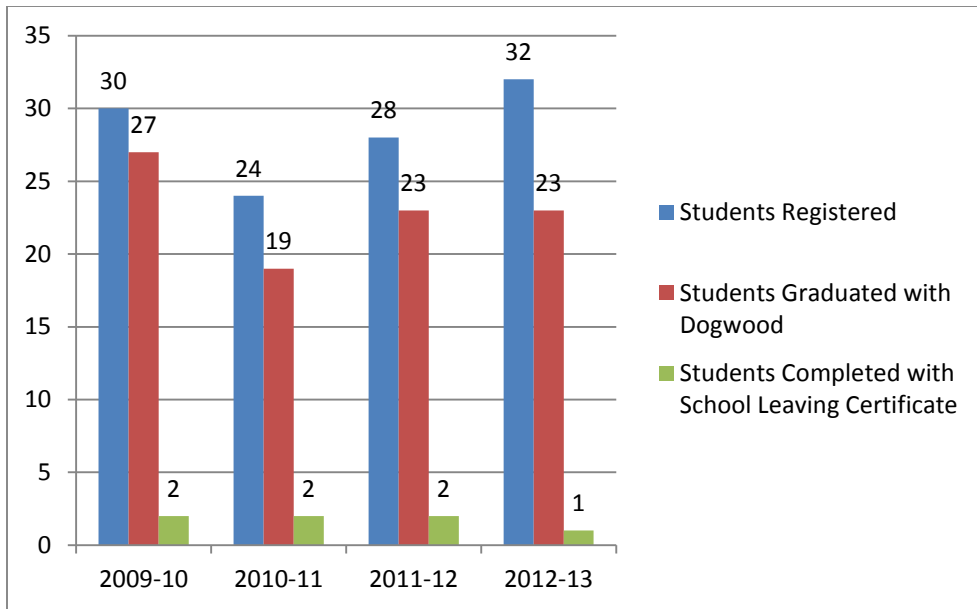
1. Number of students enrolled in English rather than Communications 12.

We have made inroads in this area. We saw a slight dip in numbers last year but we feel that we are able to monitor the situation to make sure that if a student is capable of doing English 12 they don't enroll in communications 12 but rather enroll in English 12. If they need help in certain areas of English we make sure to provide them with extra support in school and after school.



2. We have a high grade 12 graduation completion rate.

We monitor the grade 12 students (whose parents agreed to services from the First Nations program) who are enrolled in grade 12 at the beginning of the year (September) of each year.



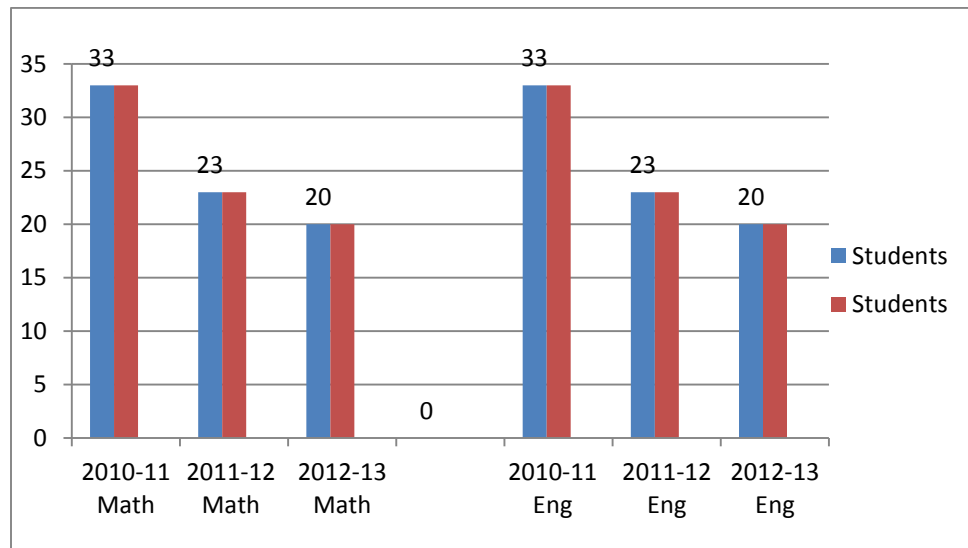
		6- year completion %	Total number of grade 12s	Graduates	Eligible grad rate %
Aboriginal	2009/10	63.0	37	35	95
	2010/11	66.0	30	28	93
	2011/12	66.0	33	31	94
	2012/13	64.1	34	31	91
	2013/14	69.1	22	21	95

3. Grade 6 Math and English completion.

We have monitored this throughout the 5 years of the previous agreement and feel that we have had a lot of success. We have implemented and continue to enhance First Nations, Metis and Inuit literature by providing

appropriate First Nations novels and books to be used by schools which lead to better understanding of First Nations, History and culture. We have contributed to Math kits over the years.

All of our data over the five years has indicated that students are successful in grade 6 Math and English. Three years of data is displayed below to show the trend.



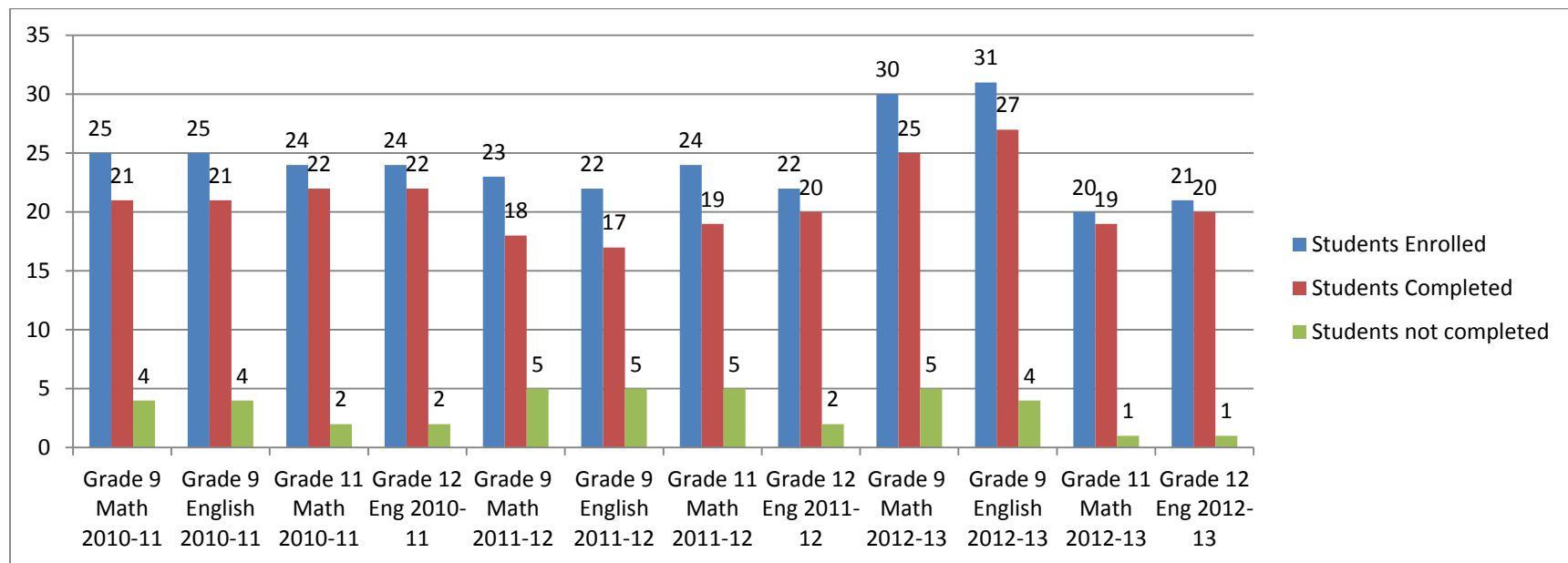
Areas of Concern

Over the last five years we have noticed ongoing concerns in the following areas;

1. Grade 9 to 11 Math and Grade 9 English.

Students enrolled in Grade 9 to 11 Math have not done well. Students in grade 9 English have also struggled however it appears that once they reach grade 12 English they do much better. We did not officially record the grade 12 English marks; this information was discussed at monthly meetings with the high school administrators as well as checking in with the English teachers. Some students still struggled however with support at the school level they were able to complete their courses.

We strongly suspect that this is due to transition between grade levels. The chart below is intended to show the trend.



An analysis of the data provided by the Ministry of Education and School District data showed that the First Nations, Metis and Inuit students are on par with their non-Aboriginal peers until grade 10.

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2009

Aboriginal

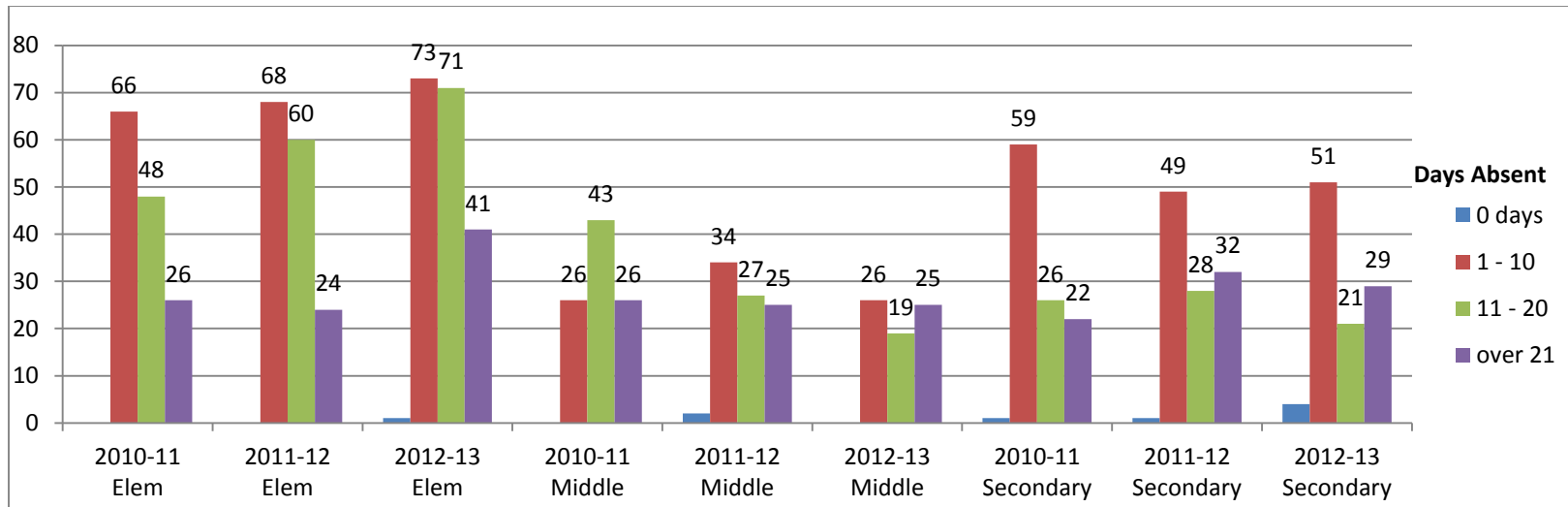
Non-Aboriginal

School Year	Year	All Students %	Female %	Male %	All Students %	Female %	Male %
2009/10	Grade 8	100	100	100	100	100	100
	Grade 9	100	100	100	98	99	97
	Grade 10	100	100	100	98	99	96
	Grade 11	89	94	85	91	90	92
	Grade 12	86	91	81	80	78	83
2013/14	Completion	69	75	64	69	70	68

(Aboriginal Report - How are we doing? Nov 2014: Enhancements Branch: Ministry of Education)

2. Attendance

Student attendance is still an ongoing concern. Throughout the five years we noticed that attendance continues to be a struggle for some of our students. Sometimes the attendance is due to health issues which are something we cannot control. Sometimes it is due to social issues which we continue to work on as we know how important it is to help guide students through troubling times. A three year summary is shown below.



Summary

What actions/interventions are in place or under development to address these areas of concern in the 2015 - 2020 First Nations, Metis and Inuit Education Enhancement Agreement? Also, please see specific strategies on pages 10 and 11 of appendix.

- Tutoring – individual, after-school student tutoring opportunity. Students receive individual attention to understand aspects of the Math and/or English they are struggling with.

- Workshops for staff – Math tools and strategy training for First Nations liaison staff so they can effectively help students.
- Workshops for parents on different topics throughout the year. For example, how to help your child with homework, how to talk to your teen, anxiety workshops, cultural projects to create sense of belonging for parents, monthly newsletter etc.
- Literacy – Aboriginal literature being promoted in the secondary schools
- Monitoring – closely following students' achievement in all areas
- One-on-one help from liaison staff or First Nations support teacher.
- School Based Projects
- Monitor students' academics by talking to the teachers directly regarding students who had low marks in their subject areas the prior year.
- Monthly meetings with First Nations staff and school based administrators.
- Monitor student attendance

Research shows us that if we do not take care of all of the student needs (socially, emotionally, physically and spiritually) they will be unable to learn no matter what we place in front of them. In order to help students along their journey of lifelong learning we need to address many of the fundamental needs they need to grow and learn by supporting them and their families.

Some of the Indicators we may be using and are listed by Goal Area.

Indicator	To support the transition of students between grades 10 to12	To improve the numeracy achievement of FNMI students at all levels	To improve the Hul'q'umi'num language skills and knowledge of students in SD 69	To increase an understanding and awareness of Indigenous pedagogy among all students and staff in SD 69	To improve attendance of students by continuing to explore flexible learning environments.
Transition data	✓				✓
FSA Gr 4 Numeracy (or equivalent)		✓			
District Math data		✓			
FSA Gr 7 or equivalent		✓			
English Marks (School District data)	✓				
English Provincial Exam Results	✓				
English course selection	✓				
Math Marks (school district data)	✓	✓			

Math Provincial Exam Results	✓	✓			
Math course selection	✓	✓			
Completion Rates	✓				✓
Hul'q'umi'num data			✓		
Indigenous pedagogy data (rubric)				✓	✓
Attendance data	✓				✓