

ABOUT THE ENHANCEMENT AGREEMENT

Mission Statement:

*Together,
And in the Spirit of the Ancestors,
We recognize, respect and embrace the
Responsibility to meet the needs of all of our
Aboriginal Children and Youth in the
Coquitlam School District.*

*It is through the wisdom of our Elders that we,
as warriors, the protectors and providers of
our community, will guide and uphold this
commitment signed on April 2, 2007
For the period of
July 1, 2007 – June 20, 2012*



ACKNOWLEDGEMENT OF TERRITORY

School District 43 is the core territory for the Kwikwetlem First Nation people and lies within the shared traditional territories of Tsleil-Waututh, Katzie, Musqueam, Squamish, and Sto:lo Nations.

The school district serves the communities of Anmore, Belcarra, Coquitlam, Port Coquitlam, and Port Moody. The Aboriginal student population of 1266 represents approximately 3.5% of the 35,540 students currently enrolled.

PURPOSE & GUIDING PRINCIPLES

Purpose:

The purpose of the Aboriginal Education Enhancement Agreement is to:

- Create a climate in which Aboriginal students feel welcome and safe
- Honour and support the diverse histories and cultures of Aboriginal people
- Provide opportunities for all students to increase their level of awareness, appreciation, and understanding of Aboriginal cultures
- Enhance the education of Aboriginal learners—improving levels of success in all areas for all Aboriginal students in School District No. 43
- Ensure the collection of reliable data to provide evidence of student success
- Improve Aboriginal parent access to, and comfort level within, district schools

Guiding Principles:

- Students are supported to feel comfortable and confident in expressing their uniqueness in a positive manner
- All interactions are conducted in the spirit of mutual respect
- The District's commitment and responsibility for educating Aboriginal students is recognized and embraced by the Aboriginal community and the educational community at large
- As we learn from our efforts, and are informed by meaningful data that is gathered on a continuous basis, new initiatives will emerge
- The Aboriginal Education Enhancement Agreement is not fixed in time, but rather a living, evolving process for Aboriginal success
- The Aboriginal Education Enhancement Agreement goals will be considered in all School District No. 43 educational planning processes.



ADVISORY COMMITTEE MEMBERS 2010-11

Carole Pierce	Grandparent & Elder
Lisa Gregory	Parent
Theresa Karhukangas	Parent
Lolita Wittur	Parent, DPAC rep
Laurie Ebenal	Ab Ed Program Vice Principal, CPVPA
Jesse Bradbury	CPVPA
Colleen Kelly	MCFD, ATMA
Jacque Boons	CUPE
Wendy Hawkin	Ab Ed Program Coordinator, CTA
Kirk Gummow	Ab Ed Program teacher, CTA
Fred Hulbert	Councillor, Kwikwetlem First Nation
Glen Joe	Kwikwetlem First Nation
George Chaffe	Kwikwetlem First Nation
Nancy Joe	Kwikwetlem First Nation

BUILDING ON COLLABORATION

Working Together for Success:

The Aboriginal Education Enhancement Agreement and the District Achievement Contract share similar strategies and district structures. The framework for the District Achievement Contract is derived from the individual schools' Actions Plans for Learning (APL). School goals must be meaningful and based on the needs of individual schools and their community, and determined by a clearly articulated need for improvement. These goals, combined with the District's vision for student learning, provide the scaffold for the Achievement Contract Goals.

Targets are embedded in each goal area of the District Achievement Contract to support the efforts of schools and the community to address the needs of Aboriginal students in all aspects of educational planning.



ABORIGINAL EDUCATION CONTEXT 2010-2011

DEMOGRAPHICS

1266 Aboriginal students

3.5% of total School District Population

ABORIGINAL EDUCATION STAFF

1 Vice Principal

1 Coordinator

1 District Secretary

2 Resource Teachers

5 Youth Workers

5 Cultural Support Workers

ABORIGINAL EDUCATION PROGRAM HIGHLIGHTS

LOCALLY DEVELOPED CURRICULUM: URBAN FIRST NATIONS 12

Currently 23% of secondary students attending an Alternate Behaviour Program have Aboriginal ancestry. We wanted to connect with our Aboriginal youth at CABE by using urban role models, stories, and activities to stimulate self-discovery and increase self-esteem. We also wanted our students to receive course credit for the work they did with us. This is how the idea for Urban First Nations 12 first came about.

Using medicine wheel teachings and the theme of identity, we created a blended program that integrated reading, journaling, art, paddle-making and carving, along with events like canoeing, mask-making, and urban hip-hop. Coordinator, Wendy Hawkin and Resource Teacher, Kirk Gummow developed the course and piloted it at CABE beginning in February 2011. Thirteen students started the course, three students completed the course; two used the credits to meet graduation requirements.

This is what our graduates said about their experience:

This course makes the week more bearable. I love the hands on activities and the art of the course. I love that we get to read and write in journals and when we're all together I feel like (on a good day) we're connected like a family.

This course taught me appreciation of my culture. It's about taking pride in who I am—what we stand for. We get into new things you

might have a talent for...like Curtis Clearsky. I learned a new way of writing—to write as fast as my thoughts can think. And, carving gave me something to be proud of at the end of the day.



ABORIGINAL YOUTH LEADERSHIP COUNCIL (AYLC)

Aboriginal Youth Workers, Laura Taylor, Erin Marshall, and Gena Sanderson coordinated our first Aboriginal Youth Leadership Council. Nine students from six different secondary schools across the district participated in bi-monthly meets. The goal is to promote leadership qualities and cultural pride that students can take beyond the classroom. In April, AYLC members completed Work Safe B.C. Occupational First Aid Level 1 in a day long course with Metro Safety Training. AYLC members gathered for another session in May to complete Food Safe Level 1 training. After the day-long course was complete, all AYLC members left with Food Safe Certification. From June 8 – 10, AYLC students will be at Evans Lake Forestry Camp in Brackendale along with the Grade 5 students from Glen Elementary. This yearly camp, organized by Grade 5 teacher Rob Cowie, will have AYLC members acting as camp counselors. AYLC members are looking forward to working alongside the Grade 5 students, and leading them

in canoeing, archery, games, the campfire, and the legendary Polar Bear Swim. The AYLC will run again next year, and we are looking for new students who have an interest in leadership and expression of their Aboriginal culture.

In the words of our students:

“It has been fun to learn new things, and Aboriginal Education has opened doors for me to get out into the community to meet people and get volunteer hours and have lots of fun” – AYLC member 2011.



Goal 1: INCREASE KNOWLEDGE AND RESPECT FOR ABORIGINAL CULTURES AND HISTORY FOR ALL DISTRICT STUDENTS

Building Sustainable Programming

In-school Cultural Program:

Cultural Support Workers and Teachers make connections and bring cultural programming to Aboriginal students in elementary, middle, and secondary schools across the district.

School	Number of Aboriginal students enrolled in each school	Number of Aboriginal students attending regularly
Elementary		
Alderson	14	13
Anmore	2	2
Aspenwood	7	1
Baker Drive	0	Inclusive presentations
Birchland	13	10
Blakeburn	5	5

<i>Bramblewood</i>	5	3
Cape Horn	19	17
Castle Park	7	6
Cedar Drive	8	6
Central	22	14
Coquitlam River	13	8
Eagle Ridge	8	3
Glen	10	11

Glenayre	11	6
Hampton Park	4	6
Harbour View	15	9
Hazel Tremblath	7	Inclusive presentations
Heritage Mountain	3	1
Irvine	14	10
James Park	20	15
Kilmer	6	Inclusive presentations
Leigh	13	3
Lord Baden Powell	13	7
Mary Hill	8	8
Meadowbrook	6	4
Miller Park	12	13
Moody	7	5
Mountain Meadows	1	1 (academic support)
Mountain View	7	4
Mundy Road	8	5

Nestor	8	6
Panorama Heights	5	
Parkland	8	8
Pinetree Way	1	
Pleasantide	6	6
Porter Street	12	5
Ranch Park	5	
R.C. MacDonald	1	1 (academic support)
Riverview Park	4	5
Rochester	17	15
Roy Stibbs	6	
Seaview	13	6
Walton	4	2
Westwood	16	9
Middle Schools		
Banting	27	16
Citadel	15	7
Como Lake	17	5

Hillcrest	27	11
Kwayhquitlum	36	16
Maillard	26	15
Maple Creek	27	13
Minnekhada	29	15
Montgomery	18	7
Moody	36	23
Pitt River	25	12
Scott Creek	14	10
Summit	5	
Secondary Schools		
Centennial	64	
CABE	41	Locally developed curriculum
Dr. Charles Best	52	
Gleneagle	20	
Heritage Woods	20	6 (group) Locally developed

		curriculum
Pinetree	35	8 (group)
Port Moody	47	11 (group) Locally developed curriculum
Riverside	57	Locally developed curriculum
Terry Fox	84	18 (group) Locally developed curriculum
TOTALS	*1221	*1119 receiving service
	*1701 Feb 2011	

Inclusive Programming:

INDIGENOUS FINE ARTS PROJECT (IFAP)

The Indigenous Fine Arts Project (IFAP) was a pilot program initiated this year at Moody Middle that involved Resource teacher, Kirk Gummow, the music teacher, Alia Yeates, and member of the Sto:lo Nation, Carman McKay, teaming up to provide a comprehensive program of Aboriginal Teachings and music. Alia was given permission to teach three songs to the students, and Carman taught others. In late spring, four students were chosen to create their own traditional drums with Carman. On National Aboriginal Day (June 21) students led a community drumming circle at Rocky Point Park. The students honoured this year's Aboriginal graduates by drumming them in at the opening of our Honouring Ceremony on June 22.

Number of Students grade 6 and 7 attending Moody Middle	Number of students in grades 6 and 7 participating in pilot	Number of students in grades 6 and 7 participating in pilot
524	300	12



Student Comments:

“If you like music, you’d like this because it shows you different kinds of drums.”

“It’s important to learn this because the Coast Salish people were here first and it tells us about the history of our land and it shows us how the people lived.”

“It was interesting because we’ve never learned anything like that before. It was something new to me, because I didn’t really know how to play a drum, or do the singing. It was nice to learn about the Aboriginal stuff. And I LOVED it!”

“It’s nice to learn how other people’s songs go”

“I really enjoyed the drumming because it was something new that I hadn’t gotten to do before. I now look at the place I live with new eyes.”

“It was really good because I live here and I want to know more about Canada and what happened before we came. I like singing and drumming. One boy in class now sings the songs EVERY DAY!”

KINDERGARTEN TALKING CIRCLES

Cultural worker, Andrea Hotomanie, worked with five kindergarten teachers on the concept and uses of Aboriginal talking circles: elements of respect, equality, patience and safety; as well as listening skills and speaking from the heart. One activity is to take the children outside for a walk and then have a talking circle when they return. In the circle, a stick is passed around and only the person holding the stick can speak. After the walk, each participant shares something they've seen or heard. Andrea created and gifted a talking stick for each teacher to use in the circle.

Number of kindergarten students participating in talking circles (5 teachers)	Number of Aboriginal kindergarten students participating in talking circles
110	0



CLASSROOM SESSIONS

- ❖ This year we forged a relationship with the Indian Residential Schools Survivors Society. Elder survivors with their coordinator, presented at our February CTA Pro-D Day and in several classrooms around the district.
- ❖ Residential School Survivors, Cyril Pierre and Joe Ginger, told their stories to several classes at Terry Fox and Charles Best Secondary, and piloted a film called "Cyril's Story" produced by Three Crows (Dallas Yellowfly).

- ❖ In February 2010 we started tracking our inclusive classroom presentations online. Sessions included such topics as: First Nations Culture and History, the Impact of Residential Schools, Métis Identity, Smudging, Talking Circles, Storytelling, Aboriginal astronomy, and the creation of button blankets, moccasins, and medicine pouches. During that time 1137 students were touched by Aboriginal teachings through our facilitators. The following are comments from teachers and students:

Teacher Comments:

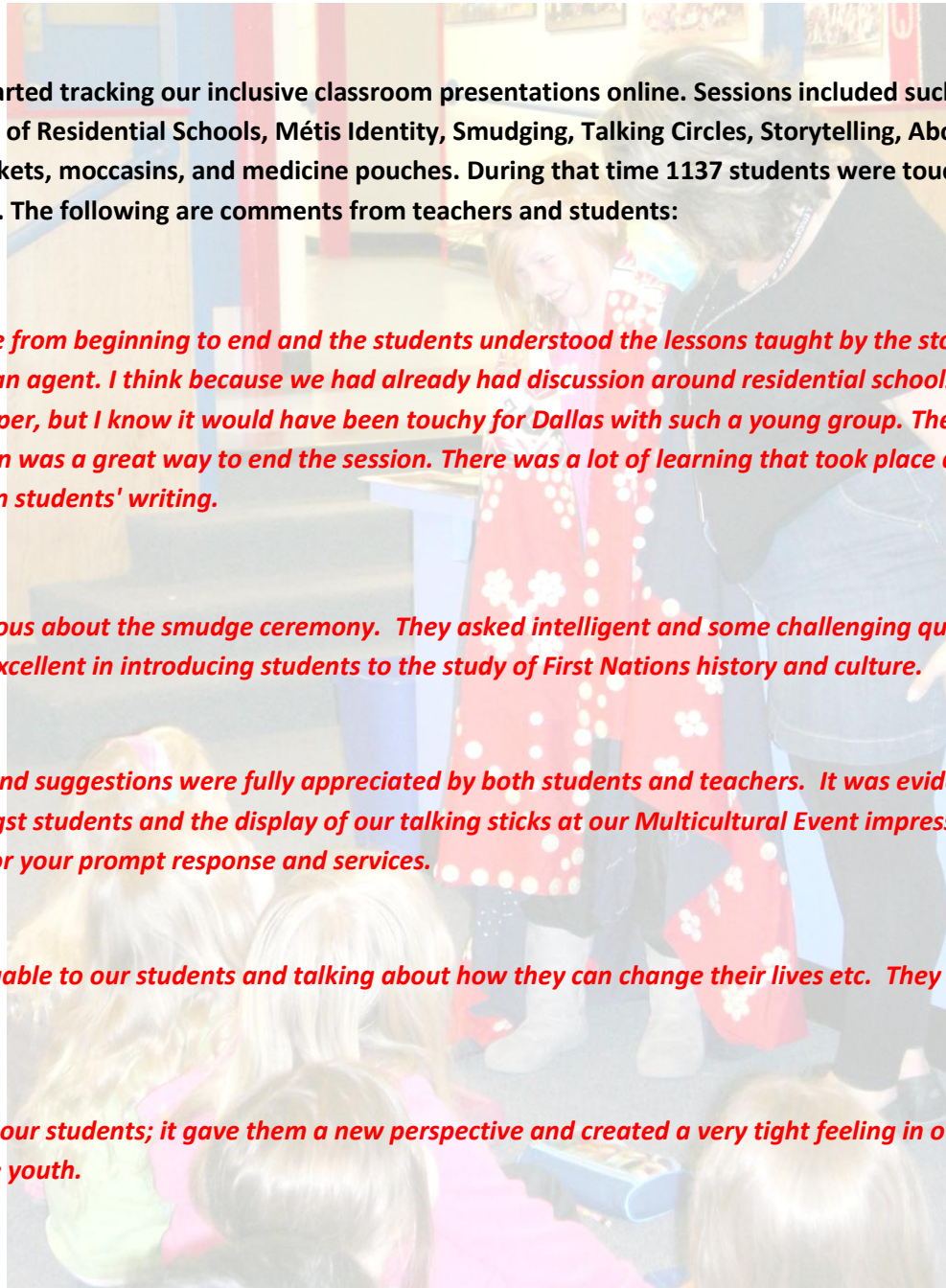
Dallas held his audience captive from beginning to end and the students understood the lessons taught by the story of Dzunukwa as well as the metaphor of her being the Indian agent. I think because we had already had discussion around residential schools, and the banning of potlatches, we could have gone a little deeper, but I know it would have been touchy for Dallas with such a young group. The bentwood box and letting the spirit animal choose the children was a great way to end the session. There was a lot of learning that took place as a result of Dallas' presentation and storytelling, as evidenced in students' writing.

Students were relaxed and curious about the smudge ceremony. They asked intelligent and some challenging questions about the nature of Spirit and Soul. This ceremony was excellent in introducing students to the study of First Nations history and culture.

Shelley's passion, knowledge, and suggestions were fully appreciated by both students and teachers. It was evident that the animal totems triggered much curiosity amongst students and the display of our talking sticks at our Multicultural Event impressed parents and other students alike. Again, a big thank you for your prompt response and services.

The healing circle was very valuable to our students and talking about how they can change their lives etc. They loved the medicine pouches, and were all anxious to make one.

This was a fantastic session for our students; it gave them a new perspective and created a very tight feeling in our class. It led to some very interesting conversation for the youth.



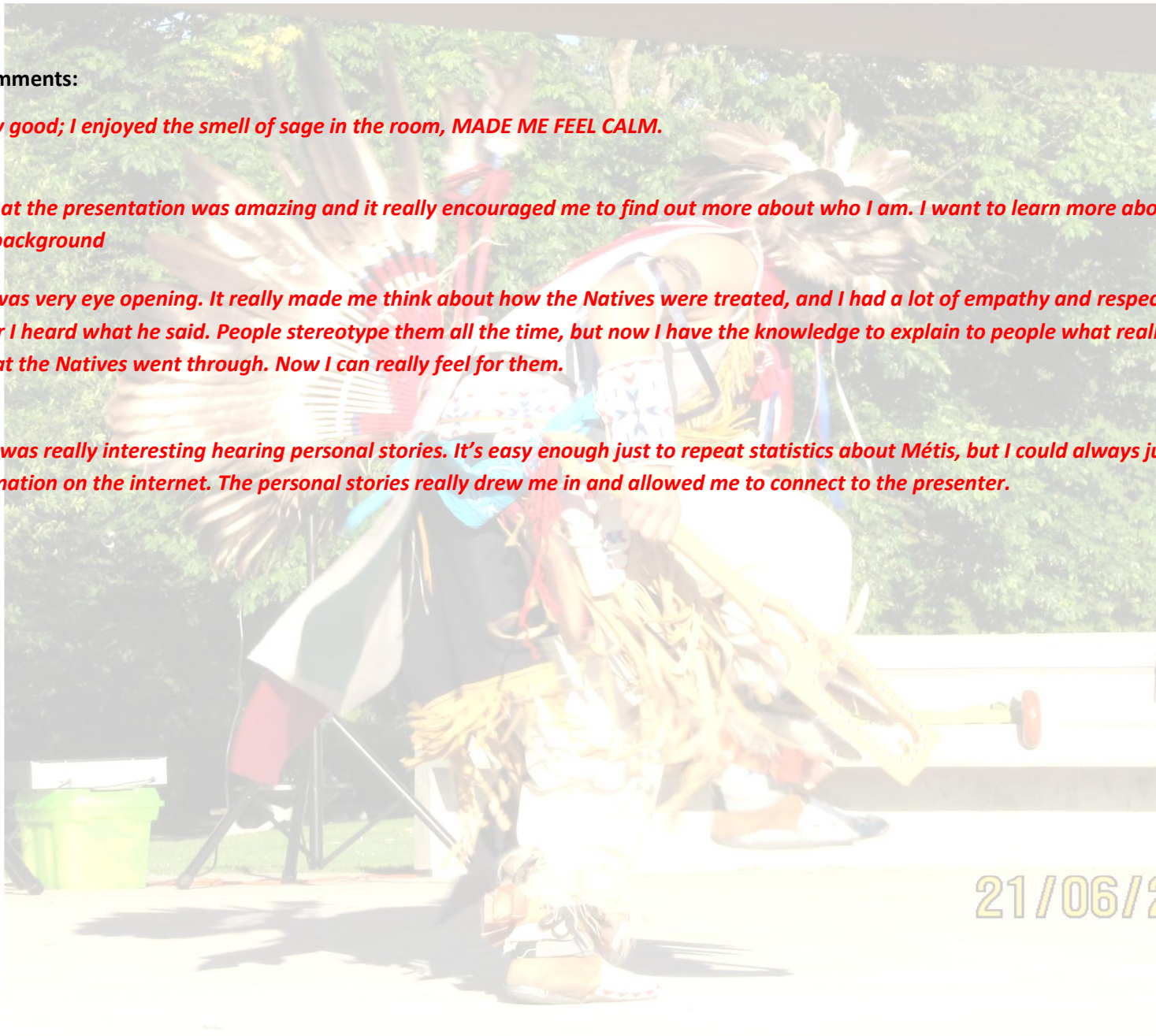
Student Comments:

It was really good; I enjoyed the smell of sage in the room, MADE ME FEEL CALM.

I thought that the presentation was amazing and it really encouraged me to find out more about who I am. I want to learn more about my aboriginal background

I believe it was very eye opening. It really made me think about how the Natives were treated, and I had a lot of empathy and respect for Native people after I heard what he said. People stereotype them all the time, but now I have the knowledge to explain to people what really goes on. I had no idea what the Natives went through. Now I can really feel for them.

I thought it was really interesting hearing personal stories. It's easy enough just to repeat statistics about Métis, but I could always just go find that same information on the internet. The personal stories really drew me in and allowed me to connect to the presenter.



Goal 2: INCREASE THE NUMBER OF ABORIGINAL STUDENTS REPORTING FEELINGS OF SAFETY AND SENSE OF BELONGING

Elementary Grade K-5 Aboriginal students	Middle Grade 6-8 Aboriginal students	Secondary Grade 9-12 Aboriginal students
Target 86% of Grade 3-4 students reporting they feel safe at school all, or some, of the time	Target 80% of Grade 6-8 students reporting they feel safe at school all, or some, of the time	Target No target recorded
Indicators/Evidence Ministry of Education Satisfaction Survey District-wide enrolment in Alternate Behaviour Programs	Indicators/Evidence Ministry of Education Satisfaction Survey District-wide enrolment in Alternate Behaviour Programs	Indicators/Evidence Ministry of Education Satisfaction Survey District-wide enrolment in Alternate Behaviour Programs
Results 2010-2011 Grade 3/4: 53% like school 76% feel that adults treat them fairly 76% feel that teachers help with schoolwork 88% respect people who are different 78% feel safe at school 10% feel they are bullied or teased 10% would like to go to a different school	Results 2010-2011 Grade 7: 41% like school 64% feel that adults treat them fairly 77% feel that teachers help with schoolwork 88% respect people who are different 77% feel safe at school 9% feel they are bullied or teased 18% would like to go to a different school	Results 2010-2011 Grade 10: 32% like school 39% feel that staff treat them fairly 54% feel that teachers help with schoolwork 82% respect people who are different 65% feel safe at school 8% feel they are bullied or teased 16% would like to go to a different school
Glossary of Terms Ministry of Education Satisfaction Survey-completed online by all parents and students District-wide enrolment in Alternate Behaviour Programs – represents the percentage of students who have Aboriginal ancestry	STUDENTS IN ALTERNATE PROGRAMS: 21% of students in district Alternate Programs (all grades) are Aboriginal 52% of students in Alternate Programs across the province are Aboriginal (December 2010 Report)	Grade 12: 24% like school 39% feel that staff treat them fairly 70% respect people who are different 70% feel safe at school 13% feel they are bullied or teased 20% would like to go to a different school

Goal 3: IMPROVE ABORIGINAL STUDENTS' ACADEMIC ACHIEVEMENT

Kindergarten Literacy	Grade 2 Language Development	Grade 3 Reading	Grade 5 and 8 Numeracy Problem Solving
<p>Target</p> <p>90% of Aboriginal students meet or exceed expectations</p>	<p>Target</p> <p>90% of Aboriginal students meet or exceed expectations</p>	<p>Target</p> <p>85% of Aboriginal students meet or exceed expectations</p>	<p>Target</p> <p>88% of grade 5 Aboriginal students and 75% of grade 8 Aboriginal students meet or exceed expectations</p>
<p>Indicators/Evidence</p> <p>teacher judgment using Kindergarten Developmental Curriculum</p>	<p>Indicators/Evidence</p> <p>Early Primary Language Development Oral Language Screening Assessment</p>	<p>Indicators/Evidence</p> <p>Classroom Assessments based on teacher judgment</p>	<p>Indicators/Evidence</p> <p>Classroom Assessments based on teacher judgment</p>
<p>Results 2010-2011</p> <p>64% of students meet or exceed expectations</p>	<p>Results 2010-2011</p> <p>80% of students meet or exceed expectations</p>	<p>Results 2010-2011</p> <p>88% of students meet or exceed expectations</p>	<p>Results 2010-2011</p> <p>76% of grade 5 students meet or exceed expectations</p> <p>66% of grade 8 students meet or exceed expectations</p>



Elder, Carole Pierce speaks at The Honouring

Glossary of Terms

Kindergarten Development Continuum

- Specific assessment tools that focus on evaluation of literacy skills and abilities

CBA – Classroom Assessments Based on Teacher Judgement

- Teachers use the BC Performance Standards for reading, writing, and numeracy to evaluate current student progress

Early Primary Language Development Screening Assessment

- A locally developed tool administered to grade 2 Aboriginal students



Goal 4: IMPROVE TRANSITION RATES AND THE SIX-YEAR DOGWOOD COMPLETION RATE FOR ABORIGINAL STUDENTS

Transitions	Completion
Target	Target
100% of grade 6-9 students transitioning from grade-to-grade 95% of grade 9-12 students transitioning from grade-to-grade	70% of students achieving Six-year Dogwood completion
Indicators/Evidence	Indicators/Evidence
Grade-to-grade transition rates	Six –year Dogwood Completion Rates
Results 2009-2010	Results 2009-2010
96% of students transition from grade 6 to 7 99% of students transition from grade 7 to 8 98% of students transition from grade 8 to 9 98% of students transition from grade 9 to 10 95% of students transition from grade 10 to 11 77% of students transition from grade 11 to 12	64% of students achieved Six-year Dogwood

Glossary of Terms

Grade-to-Grade Transition Rates

- This represents the percentage of students that successfully move from one grade to the next each year.

Six-Year Dogwood Completion Rate

- This represents the percentage of students who achieve their high school graduation diploma (Dogwood) in six years.



