

## LOCAL EDUCATION AGREEMENT

Between

### UPPER NICOLA BAND

(Syilx - commonly known as the Okanagan people)



### SCHOOL DISTRICT #58

(NICOLA - SIMILKAMEEN)



The People of the Upper Nicola Indian Band, with the unity and respect of our traditional values, are creating the environment that promotes a higher quality of life for all through responsibility, accountability, social health, education and economic development.

We, the Okanagan Nation, make this declaration today as a sign for every generation to come.

Therefore, we hereby declare that:

"We are the unconquered Aboriginal peoples of this land our mother; The Creator has given us our mother, to enjoy, to manage and to protect; We the first inhabitants have lived with our mother from time immemorial; Our Okanagan Governments have allowed us to share equally in the resources of our mother; We have never given up our rights to our mother, our mother's resources, our governments, our religion; We will survive and continue to govern our mother and her resources for the good of all for all time."

School District No. 58 will work with families, schools and communities to develop the knowledge, skills and positive attitudes of all students. The District's vision is "Success for ALL Learners – Today and Tomorrow."

The District will do this work by:

- Supporting excellence in teaching and learning;
- Challenging and supporting staff and our students to pursue their personal best;
- Recognizing and celebrating cultural diversity and the heritage of our communities;
- Encouraging parental involvement with students at home and school through meaningful relationships with families and communities;
- Fostering resiliency, resourcefulness, respect and independence;
- Inspiring curiosity, creativity, and critical thinking in all students and staff to achieve their full potential;
- Providing safe and nurturing learning environments for ALL students to achieve their full potential;
- Recruiting the best qualified personnel, providing ongoing, systematic professional development and retaining outstanding staff;
- Providing timely, relevant and useful information and data to students, staff, parents and partner groups.

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## EDUCATION AGREEMENT

This Agreement to be effective from September 1, 2015 to June 30, 2020

Between: **Upper Nicola Band** (Hereinafter referred to as the "Band")

And: **Board of Education**  
**SD #58 (Nicola-Similkameen)** (Hereinafter referred to as the "Board")

WHEREAS the Upper Nicola Band Chief and Council, as the government of the Band or it's designate, has the authority and responsibility for the education of its members;

AND WHEREAS the United Nations Declaration on the Rights of Indigenous Peoples, Article 14-16 (Appendix 1), addresses the rights of indigenous peoples and education;

AND WHEREAS it is recognized that this Agreement will be governed by and construed in accordance with the laws in force in the Province of British Columbia and pursuant to the School Act;

AND WHEREAS the Board has the authority under the School Act to enter into an agreement with respect to the education of Band children with the Council of the Upper Nicola Band as defined in the Indian Act (Canada);

AND WHEREAS it is recognized by the Band and the Board that the Board is the legislated authority relating to the governance and operation of the public school, school personnel and students;

AND WHEREAS The Board recognizes that the SD #58 (Nicola-Similkameen) operates in traditional Syilx and Nie?kepmxcin territory and the Nsyilxcən and Nie?kepmxcin languages, cultures and history will take precedence over other Aboriginal people;

AND WHEREAS the Band and the Board intend to provide education programs and other educational services for Band children resident within School District No. 58 (Nicola-Similkameen) which are appropriate to Syilx cultural and linguistic heritage and a continuing source of satisfaction and pride for the Band and for the School District;

AND WHEREAS the Parties wish to enter into this Agreement to set out terms and conditions regarding the purchase of educational services by the Band from the Board for the Band's Students, and the process by which the Band, and parents and legal guardians, will be involved in the education of their children.

THEREFORE the parties agree as follows:

## 1. DEFINITIONS

For the purpose of this Agreement, the following definitions shall apply:

**"Aboriginal"** people - There are three groups of people included in the Aboriginal community: Bands ("status and non-status," people who live on-reserve or off-reserve), Metis, and Inuit people.

**"Aboriginal Advisory Council (AAC)"** means the advisory council within School District #58 (Nicola-Similkameen) that deals with all matters pertaining to the negotiation and implementation of the Local Education Agreements. The AAC meets on a quarterly basis (Appendix 3).

**"Aboriginal Affairs and Northern Development (AANDC)"** means the federal department of Aboriginal Affairs and Northern Development, formerly Indian and Northern Affairs Canada.

**"Aboriginal Education Programs and Services"** means Aboriginal Language and Culture programs, Aboriginal Support Services, or other Ministry approved Aboriginal Education Programs that Targeted Aboriginal Education Funding is used to fund. Such programs and services are developed collaboratively by the Board and local Aboriginal communities and documented, such as in an Aboriginal Education Enhancement Agreement. Such Aboriginal Education Programs must be additional to any other programs and services to which an Aboriginal student is eligible, including base funding, ESL and Special Education, and must be documented, preferably through Enhancement Agreements.

**"Band"** refers to the Upper Nicola Band.

**"Band Leaders"** refers to the leadership at the Band level, including: Chief, Councillors, Portfolio Holder or appointed representatives who represent and are responsible for students and families.

**"Board"** means the Board of Education, constituted under the School Act for School District #58 (Nicola-Similkameen) or, a person/s designated by trustees to oversee Aboriginal Education.

**"Coordinator"** means the Upper Nicola Band education coordinator.

**"Core Subjects"** means Mathematics, English, Science, and Social Studies.

**"District Principal of Aboriginal Education"** means a person hired to advocate for Aboriginal students and parents by providing leadership in the development and delivery of community, district, and school level Aboriginal Language and Cultural programs in both Merritt and Princeton.

**"Dogwood Certificate or Diploma"** means the British Columbia Certificate of Graduation that is awarded by the Ministry to a student upon successful completion of the provincial graduation requirements, as set out in the provincial Graduation Program Order as authorized by the School Act, section 168(2)(b).

**"EA"** means the Aboriginal Education Enhancement Agreement presented to the School District October 2012.

**"Early Learners"** refers to any child who is between the age of 0 and 6. The early years set the foundation for lifelong learning. Offering our children a wide range of experiences during these years helps them learn and thrive! Early learning refers to the emerging and expanding of young children's physical intellectual, emotional, social, and creative capacities.

**"Early School Leavers"** refers to any student leaving school prior to the completion of Grade 12 including students who are removed from the system.

**"Educational Program"** means an organized set of learning activities that, in the opinion of the Band and the Board, is designed to enable the students to develop their individual potential, to instill pride and identity in their Syilx culture, acquire the knowledge, skills, and attitudes needed to contribute to a healthy society, and demonstrate a respect for the natural environment, culture and community.

**"First Nation"** means the Band as defined in the Indian Act (Canada).

**"First Nation Student"** refers to a student who is eligible to be on the Nominal Roll and for whom the First Nation receives tuition funding from AANDC.

**"First Nations Support Workers (FNSW)"** means a person hired through targeted funds to provide Aboriginal Education Programs and Services to Aboriginal students including Syilx.

**"Full Time Equivalent (FTE)"** means a student who is: of a school age as defined in the School Act - students in kindergarten (full-day program) and grade one through twelve. Students who are 19 years of age or younger and who have not graduated are considered full-time equivalent student.

**"Funding"** - there are three funding sources for Band education, "tuition funding" ("core funding"), "targeted funding" ("additional funding") and "other funding". "Other funding" is defined as any funding that is subsequent to this agreement (That is, Bursary and Scholarship, Special Projects, Partnership Funding, etc.).

**"1701 File"** - the Ministry of Education requires that a Student Record File be established and maintained for each student enrolled in school. The Student Record File contains copies of the current records used in the planning and administration of the student's education program.

**"Individual Education Plans (IEP)"** - the IEP is a concise and usable document, required for students identified with special needs who receive ongoing special education services. The IEP summarizes the student's educational program. It should be implemented and reviewed/updated annually. Its development should be seen as a dynamic, ongoing process (Appendix 3).

**"Informed Consent"** refers to the provision of approval or assent, particularly and especially after thoughtful consideration and after receiving all relevant information. In the context of assessment and

placement and education referrals, Informed Consent requires that the parent or guardian be informed of:

- the assessment procedures to be carried out;
- the information to be collected;
- the intervention that may take place;
- the likely benefits and risks and
- the option to refuse or withdraw at any time.

**"Local Education Agreement (LEA)"** means the agreement between the Board of Education of School District #58 (Nicola-Similkameen) and the Upper Nicola Band for the purchase of educational services. The agreement defines the relationship between the two administrations, areas of mutual responsibility and agreed upon schedule for payment for the purchase of education programs and services by the Upper Nicola Band.

**"Local Education Agreement Negotiating Committee (LEANC)"** means the advisory council within School District #58 (Nicola-Similkameen) that deals with all matters pertaining to the negotiation and implementation of the Local Education Agreements (Appendix 3).

**"Modified Program"** means a program that is modified in accordance with the British Columbia, Ministry of Education, Special Education Services: A Manual of Policies, Procedures and Guidelines (March 2011), as may be amended from time to time (Appendix 4).

**"Ministry"** means the Ministry of Education (BC).

**"Nsyilxcən"** means the language of the Syilx (commonly known as the Okanagan language).

**"Nominal Roll (NR)"** means the annual census of eligible students, who as of September 30th, are living on reserve and attend an elementary or secondary school.. Aboriginal Affairs and Northern Development Canada (AANDC) requires the NR to calculate funding for eligible students.

**"Parent or Legal Guardian"** for the purpose of this document parent or legal guardian will be used as defined by the Family Law Act of British Columbia.

**"Programs"** means any programs established under the School Act during the term of this agreement.

**"Safe Environment"** means a commitment to maintain safe, caring and orderly schools which "focus on prevention of problems and use school-wide efforts to build 'community', fostering respect, inclusion, fairness and equity" which "communicate and consistently reinforce clear expectations of acceptable conduct" and "teach, model and encourage socially responsible behaviours that contribute to the school community, solve problems in peaceful ways, value diversity and defend human rights." Retrieved May 22/10 from: <http://www.bced.gov.bc.ca/sco/>

**"School Act"** means the provincial School Act, RSBC 1996, Chapter 412.

**"School Based Team (SBT)"** - the School-Based Team develops and implements support strategies to assist the classroom teacher in meeting the student's needs. If additional assistance is still needed the School-Based Team may decide to make a referral to the District-Based Team or community professionals and services. Members of the School-Based Team should be chosen based on their ability to provide information or support the student's program. In some cases, such as when the student has needs in only a specific area, the team may be limited to the principal, the teacher(s), the parent and, if appropriate, the student. In other cases, such as when the student has multiple needs, the team may be extended to include educational related services personnel, and/or Band representation.

**"School Completion Certificate or Evergreen Certificate"** means the British Columbia School Completion Certificate granted by the Ministry. A School Completion Certificate is awarded to a student on a modified program who has successfully completed the goals and objectives contained in his or her Individual Education Plan, in accordance with the requirements set out in Ministerial Order 205/95: Student Credentials Order, under the authority of the School Act, section 168 (2) (t).

**"School District"** means the area constituted under the School Act as School District #58 (Nicola-Similkameen).

**"School Year"** means a 12-month period commencing on July 1st and ending on June 30th of the following calendar year.

**"Student"** means a student who is a member of the Upper Nicola Band or residing on Upper Nicola Band reserve lands and enrolled in a school operated by the Board.

**"Syilx"** means the Syilx people (commonly known as the Okanagan people).

**"Targeted Funding"** means the funding provided by the Ministry of Education for Aboriginal education programs that include academic, cultural and linguistic support, that is additional to the tuition funding, providing programs and services that are over and above the funding that non-Aboriginal students are eligible to receive. These funds come directly to the School District. The AAC recommends the budget and advises the Board of Education and the Aboriginal community representatives on the administration of the budget.

**"Tuition Funding"** - funding provided by AANDC, for First Nations students identified on the Ministry of Education's 1701 Forms, with which the Band purchases education services from the Board at a rate set out by the Ministry of Education in its fiscal framework for a given school year.

**"Upper Nicola Band"** means the people who are indigenous to the area located in the Syilx traditional territory and residing on Upper Nicola Band lands.

**"Vulnerable"** means a student who is going to find learning more challenging and is susceptible to difficulties in learning as follows: not meeting learning outcomes, significant absence from school, not transitioning to the next grade, failing courses, behaviour issues, under suspension, not at grade level and/or is a child in care.

## **2. GUIDING PRINCIPLES**

The Band and the Board are committed to Aboriginal Education and acknowledge that the best interest of the student is paramount. The Parties agree to the following principles:

- 2.1 All students have the right to quality education within a safe environment that meets individual needs, is relevant, including cultural and social, and is taught by skilled and knowledgeable master instructors;
- 2.2 Continuous school improvement must address student needs;
- 2.3 First Nations Students have equal potential to achieve and to meet or exceed provincial achievement averages;
- 2.4 Promotion and support of the integration of Syilx history, language, and culture throughout the curriculum;
- 2.5 Parent and community involvement is an integral component to student success;
- 2.6 Communication and professional conduct are obligations to maintain an environment based on mutual respect and equality;
- 2.7 Public education shall complement education provided at the Band school. Public education will not impair, impede, or detrimentally effect education offered at the Band level;
- 2.8 Positive experiences for children in early learning, pre-school and kindergarten contribute to a strong foundation for success throughout their school years.
- 2.9 First Nation Students must learn the skills and knowledge needed to thrive in contemporary society, including the technological capacity required in the 21st century;
- 2.10 Strong, relevant and effective school policies, regulations, practices, District and school growth plans, curriculum and instruction are necessary to promote better and common understanding of the First Nation's cultural values and traditions by School(s) and District Staff.

## **3. GOALS AND OBJECTIVES**

The Band and the Board intend to work together to achieve the following objectives.

- 3.1 To improve the literacy and numeracy skills of K-4 students by:
  - 3.1.1 implementing and using proven, research based literacy and numeracy programs;
  - 3.1.2 collaborating regarding early childhood development programs with priorities placed on: assessment, early intervention, attendance and placement.

The Local Education Agreement Goals may be reflected in the current Aboriginal Education Enhancement Agreement (2012), or its replacement. The action items will be determined on annual basis.



- 3.2 To ensure Band presence in the hiring and recruitment of SD58 staff by:
  - 3.2.1 UNB participating through the AAC , in the hiring and evaluation processes for positions or contract staff that have a major impact on students (including the District Principal of Aboriginal Education, First Nations Support Worker, Syilx Language Teachers and Curriculum Development Teachers);
  - 3.2.2 Increasing the number of First Nations employees to reflect the nominal role and to reflect the five Nicola Bands;
  - 3.2.3 Providing an employment equity policy and seek AAC input into any amendments regarding First Nations employment and /or an employment equity policy.
- 3.3 To increase the level of health and wellness among Syilx students by:
  - 3.3.1 referring to specific objectives noted in section 9, Student Conduct and Safety.
- 3.4 To increase the level of participation and knowledge of local Syilx culture and language among student by:
  - 3.4.1 The offering of Nsilxcen where appropriate;
  - 3.4.2 The use of traditional knowledge keepers to pass on the cultural teachings;
  - 3.4.3 The use of the Band's traditional territory and other gathering/teaching sites.
- 3.5 To improve UNB students' feeling of self-worth and identity.
- 3.6 To improve the graduation/six year completion rate of UNB students (Dogwood Certificate) by:
  - 3.6.1 Providing appropriate academic counseling;
  - 3.6.2 Requesting informed consent from the student's parents/guardian prior to course changes;
  - 3.6.3 Hosting community meetings in the Upper Nicola Community;
  - 3.6.4 Improving the understanding of how personal skills and employment/career goals have an impact on course selection;
  - 3.6.5 Increasing the number of students able to enter into post-secondary education institutions and/or able to gain immediate and meaningful employment;
  - 3.6.6 Referring to other specific objectives notes in section 8 - Assessment and Placement.

#### **4. THE PARTIES OBLIGATIONS:**

- 4.1 Develop and implement Syilx programs, resources, and curriculum.

- 4.2 Support diversity by incorporating Syilx culture and values in the District and school policies and documents, including but not limited Academic Plans, Curriculum and Instruction.
- 4.3 Through effective communication, promote active participation and involvement of parents and other members of the Band in the education of their children.
- 4.4 Develop and implement a LEA Planning Cycle.

## **5. THE BOARD'S OBLIGATIONS:**

- 5.1 Provide quality programs to improve academic success and culturally relevant programs in accordance with:
  - The School Act, Regulations and Orders;
  - The Joint Educational Planning and Support for Children and Youth in Care: Cross-Ministry Guidelines (Ministry of Education and Ministry of Children and Family Development, 2008).
- 5.2 Develop and implement strategies to keep students in school, and to provide cultural and academic appropriate alternate educational services to re-engage early school leavers to meet the requirements of the Dogwood Certificate.
- 5.3 Support and guide the students, and their parent(s), to make course selections that maximize individual student potential leading to the Dogwood Diploma.
- 5.4 Include AAC representation on public committees that would recommend policy and/or have a financial impact on the Band.
- 5.5 Provided that the student's parent has given prior written consent, provide reports on student progress to the Band education coordinator.
- 5.6 If appropriate in a timely manner and prior to a change in placement or programming, provide direct communication to the parents and Band representatives regarding concerns related to placement or programs for their child/ren.
- 5.7 Provide the District and School Calendar to the Band by March 30th, each year.
- 5.8 Meaningfully involve the First Nation in the development, implementation, monitoring and Evaluation of the School District's Achievement plans.
- 5.9 Share all relevant information on available and secured funding, and meaningfully involve the First Nation, through the public budget process.

## **6. THE BAND'S OBLIGATIONS:**

- 6.1 Provide support to the students and parents:
  - 6.1.1 Provide continuous, open communication regarding student support, soliciting family support, and any other topics related to the education of the students.
- 6.2 Inform the Board of the Band's education representative(s).
- 6.3 Plan for and direct all targeted funding for educational programs through AAC representatives.
- 6.4 Actively participate with the Board in the public budgeting process.
- 6.5 If approved by parent/guardian, involve the coordinator at meetings and discussions regarding student progress during the mid-year and the year-end reports.
- 6.6 Identify Band programs, services and/or resources that are available to support student success and the objectives of this agreement related through a student's individual success plan and the school based team.
- 6.7 Pay the School District tuition fees in accordance with Section 13.
- 6.8 Bring to attention of, and educate, the Board, Teacher and other School personnel about any cultural protocols that will assist in creating a culturally sensitive learning environment (e.g. recognizing the First Nation's traditional territory in School District literature, events and functions; communicating protocol for when Elders are involved in programs.)
- 6.9 Actively participate in the development, implementation, monitoring and evaluation of the School District Achievement plans.
- 6.10 Actively participate in the development/renewal, implementation, monitoring and evaluation of an EA, where the FN has requested such an Agreement.

## **7. CURRICULUM DEVELOPMENT AND IMPLEMENTATION**

- 7.1 The District recognizes that the Syilx are the rightful owners of their respective language and culture;
  - 7.1.1 Copyright materials that have been developed by the Band and loaned to the School District will remain property of the Band;

- 7.1.2 Traditional Ecological knowledge developed jointly by the Band and the Board, or the Band and AAC cannot be used outside the school district without prior written approval of the Band.
- 7.2 The Parties agree to work together to improve and/or develop culturally appropriate strategies, processes, and curricula:
  - 7.2.1 Additional Funding will be sought out and if possible secured;
  - 7.2.2 Curriculum must meet the approval process of the Band and/or AAC and the Ministry of Education prior to implementation.
- 7.3 The Parties agree to collaboratively provide personnel and/or identify resource people to assist with:
  - 7.3.1 Curriculum development;
  - 7.3.2 Professional development on Syilx cultural awareness;
  - 7.3.3 Coordinating the delivery and implementation of Syilx curriculum; and,
  - 7.3.4 Work experience and apprenticeship programs.
- 7.4 Curriculum reflecting First Nation culture and language will be reviewed and approved by the AAC, Nsyilxcən authorities and the Board prior to implementation in the classroom:
  - 7.4.1 Upon written request curriculum developed for Nsyilxcən will be made available to the Bands for their own use without cost;
  - 7.4.2 The parties agree to work together so that N!e?kepmxdn and Nsyilxcən are offered in District Schools that have a high First Nation student enrollment;
  - 7.4.3 The Board supports the ongoing development and implementation of Nsyilxcən programs and services subject to viable enrollments. Should there be a change in the Ministry's practice regarding targeted funding or a change in the current classification of these courses, an opportunity will be given to discuss the funding of these programs.

## **8. ASSESSMENT AND PLACEMENT**

- 8.1 The Board will ensure that each student is placed in a program appropriate to his/her needs and abilities, including learning disabilities & gifted students:
  - 8.1.1 Early identification of and intervention with students, beginning at the Early Learning Years, is necessary for student success;
  - 8.1.2 Monitor student progress and report to the parents;
  - 8.1.3 Band representative be included in these meetings;

- 8.1.4 For the children and youth in care, reference to the, Joint Educational Planning and Support for Children and Youth in Care: Cross-Ministry Guidelines (Ministry of Education and Ministry of Children and Family Development, 2008);
- 8.1.5 Monitor student progress and report to the Band in accordance with this LEA and Enhancement Agreement (Appendix 2).
- 8.2 Assessments may include classroom, school, district or provincial assessments. These assessments result in understanding of individual learning and lead to instruction, interventions and resources that improve student learning:
- 8.2.2 Assessments may be recommended by School District 58 and/or Parent or Guardian.
- 8.3 Placement of students on an IEP: Adapted, Modified, or Gifted (Appendix 4) will occur only after the following steps have been completed:
- 8.3.2 The completion of appropriate assessment and/or diagnosis which clearly shows the nature, extent and impact of a student's condition on their learning;
- 8.3.3 The learning requirements of the student are determined to be complex enough to require a plan (the IEP) that describes individualized goals, adaptation, modification, the services to be provided, and includes measures for tracking achievement;
- 8.3.4 The opportunity for meaningful consultation between the school team, the parents, and where appropriate the student, for developing the plan has been regularly offered and supported. Full participation and consultation in yearly reviews and updates of IEPs will also be offered to parents in order to evaluate and discuss their student's progress and to determine necessary changes to plan for the student, including the possibility of removing the IEP. Included in this process if approved by the parent will be the designated FNSW and Education Manager and/or Education Coordinator;
- 8.3.5 The only instance in which an IEP for a student with documented special needs is not required are when;
- the student with special needs requires little or no adaptations to materials, instruction or assessment methods; or
  - the expected learning outcomes have not been modified; or
  - the student requires 25 or fewer hours of remedial instruction by someone other than the classroom teacher, in a school year.
- 8.4 School Principals will provide the student records/information to the coordinator providing the student's parent has given the written consent.
- 8.5 Appeals regarding educational placement or regarding the IEP will be in accordance with the Board's Appeal Procedure By-law #500.0 and the School Act for the Province of British Columbia:
- 8.5.2 The parent will request and receive support in the appeal process from appropriate services, including school staff.

- 8.6 In accordance with the School Act and upon written request to the Principal, parents will be provided an opportunity to examine, in the presence of the Principal (or designate) records contained in the students record file. This would also include copies of all reports, communications, and notice of all formal meetings initiated by the school concerning their child/children.
- 8.7 The Board shall inform, and invite in a timely manner, a parent or legal guardian or their designate to attend School Based Team meetings dealing with students on issues such as special education.

## **9. STUDENT CONDUCT AND SAFETY**

Expectations for student behaviour shall be in accordance with the School Act and Regulations and the District and/or School Code of Conduct, and the Appeals Bylaw of the Board, with due consideration given to any recommendations on discipline policy provided by the Band.

- 9.1 The Board and the Band support and encourage positive, responsible and respectful behaviour.
- 9.2 The Band, through AAC, will participate in any review or changes to the Board of Education's discipline policies and procedures.
- 9.3 School principals and staff, parents and the community will work together with the best interest of the student in mind when dealing with behaviour issues.
  - 9.3.1 Where agreed upon, the Syilx practice restoring harmony will be utilized;
  - 9.3.2 Necessary accommodations to ensure student safety will be provided within the school environment and to and from the school, including bus transportation;
  - 9.3.3 SBT meetings and other meetings, to address student conduct and safety, will take place and include the appropriate staff;
  - 9.3.4 With written parental consent, the Coordinator shall be notified of potential disciplinary action and all correspondence related to the discipline of a student by the school administrator.

## **10. ACCESS TO ADDITIONAL RESOURCES AND SERVICES**

- 10.1 Access to Additional Resources and Services: Board resources will be available to the Band Costs to be negotiated between the Band and the Board:
  - 10.1.1 Resources and personnel to share ideas, put on workshops, undertake professional development, circulate information and work with teachers, FNSW staff, students and parents;
  - 10.1.2 Assist in the development of learning centers or tutoring programs on reserve that may include the provision of learning resource materials, services and activities;

- 10.2 Access to Band Activities: The Band will inform the Board of educationally relevant activities which may be of interest to the Board, students, teachers and administrators.

## **11. JOINT PROJECTS**

- 11.1 The Band and the Board are encouraged to enter into joint education projects in the First Nations communities, subject to need, viable enrollments and adequate resources.

## **12. COMMUNICATION**

The Parties have an obligation to maintain effective communication at all times.

- 12.1 The Chief and Council and the Board agree to meet at least once a year to review and address Syilx education needs/concerns.
- 12.2 School staff will meet with the parents as requested and/or as needed as outlined in the School Act.
- 12.3 The Parties will build a shared understanding of the school programs and processes, including their impact on students. This will include:
- 11.3.1 Developing and incorporating structures such as parent workshops and parent forums to promote understanding;
  - 11.3.2 Encouraging parents to attend regular and frequent parent-teacher meetings/activities;
  - 11.3.3 Developing appropriate strategies to address any learning issues.
- 12.4 The Board will encourage employees to attend community meetings and events where requested or invited by the Band.

## **13. ACCOUNTABILITY**

- 13.1 The Board and School(s) will provide at Quarterly Meetings:
- 13.1.1 The number of First Nations Students enrolled and covered by this Agreement, and a description of the programs in which they are enrolled;
  - 13.1.2 A summary of Early Leaver plans and supports;
  - 13.1.3 A summary of student suspensions;
  - 13.1.4 A summary of Elementary (3 times per year) and Secondary Reporting (4 times per year):
    - attendance,
    - achievement,
    - summary of IEPS and Learning Plans,
    - summary of parental contact.

- 13.2 Annual Reports – The Board and School(s) agree to produce and provide to the First Nation an annual report on or before July 31st outlining the provision of educational programs to First Nations Students under this Agreement including the aggregated content in the Quarterly Report as well as:
- 13.2.1 Financial reports related to this agreement, which are prepared by the Board in the regular course of its operation and which include a copy of the audited financial statements;
  - 13.2.2 Update on any First Nations Programs, services and/or supports (e.g. tutoring) that First Nation Students received during the year;
  - 13.2.3 Update on hiring and recruitment of SD58 Staff;
  - 13.2.4 Identification of areas that require greater focus for the coming year to enhance First Nation Student Success; and
  - 13.2.5 Notice to the First Nation of changes in grade levels or school calendar planned by the School District for the September school opening.
- 13.3 The reports may address other issues agreed upon by the Board and the Band.
- 13.4 The Board and/or School(s) agree to provide the annual “How Are We Doing?” (HAWD) Report to the UN Education Coordinator and parents and legal guardians of UN students each January.

#### **14. PAYMENT**

- 14.1 Subject to this Section, the Band shall pay to the Board an annual student full-time enrollment tuition fee as per the First Nation Billing Rate for each student defined in the nominal roll, who is enrolled in an Educational Program in the District as of September 30th of each year, and for whom the Band has received tuition funding from AANDC.
- 14.2 For billing purposes, enrolment in the School District as of September 30th of a school year shall reflect current Ministry and AANDC policies.
- 14.3 Enrolment figures for the nominal roll(s) shall be certified and approved by the school-based principal, the coordinator and AANDC (Coordinator / school will note students taking more than 1.0 FTE).
- 14.4 The annual tuition fee for each student shall be the amount specified in the First Nation Billing Rate. Until such time as the final First Nations Nominal Roll is determined, the payment schedule in Section 13.5 will be based on the First Nations Nominal Roll as established collaboratively between the school-based principal and coordinator. When the First Nation Billing Rate and First Nations Nominal Roll are confirmed the final installment shall be amended to include an adjustment for past installment payments.



- 14.5 The Parties agree that, based on when the Band receives funding from AANDC, tuition fees payable for each school year shall be paid by the Band to the Board according to the following schedule:
- 13.5.1 70%, based on the previous year's tuition fee and the September 30th Nominal Roll payable on or before April 15<sup>th</sup>;
- 13.5.2 The remaining dollars of the eligible tuition fees, taking into account any necessary adjustment, on or before June 30th.
- 14.6 In the case of "Early School Leavers" the Band and Board agree to collaborate in developing a plan that best meets the educational needs for that student. Any agreement requiring financial support for that student would take into account the percentage of tuition fee in relation to the remainder of the school year and the expenses already incurred by the Board. Similarly, Band students entering a Board's school part way through the school year, will be supported financially through tuition fees received by the Band for his/her educational purposes.
- 14.7 The Band and the Board agree that additional services or programs (for example, transportation to and from school) not referred to in this Agreement may be provided by either Party, if the Band and the Board agree to the terms and costs for such service(s) or program(s).
- 14.8 In the event of a school closure, due to a labour dispute, the tuition fee will be equitably adjusted by agreement of the Parties. Any adjustment shall take into consideration the number of days of school closure and adjustments in funding made by funding sources to the Band and to the Board. It is the intention of the Parties that any benefit will support students. Neither the Band nor the Board should benefit or lose financially as a result of a school closure:
- 14.8.1 During job action and with prior agreement with the Board, the Band may provide tutoring/supports to students with costs recovered from saved tuition funds in accordance with Section 13.8. A work plan will be developed jointly between the Band and Board, which will include a budget and student work assignments.
- 14.9 The Parties acknowledge that some obligations under this Agreement are dependent upon monies and resources being made available by entities other than the Band and the Board. If such monies and resources are not made available, either Party shall not be obligated to carry out the terms of this agreement that require such monies and resources.

## **15. DISPUTE RESOLUTION**

- 15.1 Attempt to Settle:

The Band and the Board shall attempt to settle any dispute arising under this agreement in good faith before referring the matter to a Dispute Resolution Committee.

15.2 Dispute Resolution Committee:

If a dispute between the Band and the Board arises over this agreement and is not settled in a timely manner, within thirty (30) days of the dispute, the parties shall establish a panel consisting of three members; called the Dispute Resolution Committee:

15.2.1 The purpose of the Dispute Resolution Committee shall be to resolve as expeditiously as possible any dispute arising under this Agreement so as not to impair progress in the implementation of this Agreement;

15.2.2 The Band and the Board will each appoint one member of the Dispute Resolution Committee and the two members shall agree upon the appointment of the third member, who shall be the Chair of the Dispute Resolution Committee;

15.2.3 The Dispute Resolution Committee will convene within ten (10) business days, or such longer time period as may be reasonably required to appoint the third member of the Dispute Resolution Committee to consider and resolve the dispute.

15.3 Proceedings:

When a dispute is under consideration by the Dispute Resolution Committee, the parties shall proceed to carry out their respective obligations under this Agreement until the dispute is resolved:

15.3.1 The dispute shall be resolved as expeditiously as possible, for the benefit of the students;

15.3.2 No formal rules of evidence shall apply to proceedings of the Dispute Resolution Committee, however, established legal procedure and evidentiary rules may be used as a guide to conduct the proceedings;

15.3.3 Proceedings of the Dispute Resolution Committee shall be accessible to the Board and the Band but not be open to the public.

15.4 Decision:

Within five (5) business days of the conclusion of its' proceedings, the Dispute Resolution Committee shall render a binding decision in writing to the Band and Board.

15.5 The Dispute Resolution Committee shall decide the extent, if any, to which each of the Parties shall bear the reasonable costs of resolving any particular dispute.

15.6 The Parties shall endeavor to resolve issues or disputes that may arise about this Agreement, or its implementation, in a manner that fosters an improved, on-going and respectful relationship between the Board and the Band.

## **16. DEFAULT**

- 16.1 If there is a default under the terms of this Agreement, the issue will be referred to the Dispute Resolution process (Section 14).

## **17. NOTICES**

- 17.1 All correspondence shall be considered official provided it is delivered personally, by registered mail, facsimile or via email with corresponding "read receipt," addressed:

If to the Upper Nicola Band:

Chief and Council,  
Upper Nicola Band,  
PO Box 3700,  
Merritt, B.C. V1K 1B8

If to the Board:

Chairperson,  
Board of Education,  
School District #58  
(Nicola-Similkameen)  
PO Box 4100,  
Merritt, B.C. V1K 1B8

- 17.2 Either party may, from time to time, give to the other written notice of any change of address.

## **18. REFERENCES**

- 18.1 Every reference to the Band will include the Chief or any person designated by the Band to act for or on its' behalf with respect to any provision of this Agreement.
- 18.2 Every reference to the Board will include the Chairperson of the Board of Education, or any person designated by the Board to act for or on its' behalf with respect to any provision of this Agreement.

## **19. GENERAL**

- 19.1 This Agreement will be governed by and construed in accordance with the laws in force in the Province of British Columbia, pursuant to the School Act, and in accordance with the UNDRIP (Appendix 1) by the intentions of the Band and the SD58 Board.
- 19.2 This Agreement will have effect and be binding upon the parties hereto and their respective successors and assigns.

## 20. TERM AND DURATION

- 20.1 This Agreement between the Band and the Board will be for the period of: September 1, 2015 to June 30, 2020.
- 20.2 Extension of Agreement: This Agreement shall be considered in effect unless notice is given ninety (90) days prior to June 30, 2020 or any successive anniversary.
- 20.3 The Parties agree to formally review and/or amend as necessary within ninety (90) days of each anniversary.
- 20.4 Unless a new agreement can be concluded by June 30, 2020, the Parties agree that the terms and conditions provided for in this Agreement will continue to apply until a subsequent Agreement is reached.

IN WITNESS WHEREOF the parties have executed this Agreement as of the date first above written.

SIGNED ON BEHALF OF THE UPPER NICOLA  
INDIAN BAND:

\_\_\_\_\_  
CHIEF, Harvey McLeod

\_\_\_\_\_  
COUNCILLOR, Brian Holmes

\_\_\_\_\_  
COUNCILLOR, Wallace Michel

\_\_\_\_\_  
COUNCILLOR, David Lindley

\_\_\_\_\_  
COUNCILLOR, Dennis MacDonald

\_\_\_\_\_  
COUNCILLOR, George Saddleman

\_\_\_\_\_  
WITNESS

SIGNED ON BEHALF OF THE SCHOOL DISTRICT #58  
(NICOLA-SIMILKAMEEN):

\_\_\_\_\_  
CHAIRPERSON, Gordon Comeau

\_\_\_\_\_  
SUPERINTENDENT, Stephen McNiven

\_\_\_\_\_  
SECRETARY TREASURER, Kevin Black

\_\_\_\_\_  
WITNESS

## **Appendix 1**

### **United Nations Declaration on the Rights of Indigenous Peoples, Article 14 - 16**

The Government of Canada formally signed the United Nations Declaration on the Rights of Indigenous Peoples on November 12, 2010.

#### *Article 14*

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.
3. States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

#### *Article 15*

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.
2. States shall effective measures, in consultation and cooperation with the indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among indigenous peoples and all other segments of society.

#### *Article 16*

1. Indigenous peoples have the right to establish their own media in their own languages and to have access to all forms of non-indigenous media without discrimination.
2. States shall take effective measures to ensure that State-owned media duly reflect indigenous cultural diversity. States, without prejudice to ensuring full freedom of expression, should encourage privately owned media to adequately reflect indigenous cultural diversity.

MEMORANDUM OF UNDERSTANDING  
ABORIGINAL EDUCATION ENHANCEMENT  
AGREEMENT

School District No. 58 (Nicola-Similkameen)  
Coldwater, Lower Nicola, Nooaitch, Shackan, Upper Nicola,  
Upper Similkameen Bands, Aboriginal Communities  
Ministry of Education

October, 2012

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## **Background:**

As noted on the Ministry of Education website,

*British Columbia schools have not been successful in ensuring that Aboriginal students receive a quality education, one that allows these students to succeed in the larger provincial economy while maintaining ties to their culture. Growing recognition of this problem led to the signing of a Memorandum of Understanding in 1999:*

*"We the undersigned, acknowledge that Aboriginal learners are not experiencing school success in British Columbia. We state our intention to work together within the mandates of our respective organizations to improve school success for Aboriginal learners in British Columbia."*

*Memorandum signatories include:*

*The Chiefs Action Committee,  
The provincial Minister of Education,  
The federal Minister of Indian and Northern Affairs, and  
The President of the BC Teachers Federation.*

*The Memorandum of Understanding led to a framework for the creation of Enhancement Agreements. Through these agreements, new relationships and commitments were made to improve the educational success of Aboriginal students.*

## **Purpose:**

An Enhancement Agreement (EA) is designed to enhance the educational success of Aboriginal students. It is a working agreement between a school district, all local Aboriginal communities, and the Ministry of Education designed to improve Aboriginal student success. The EA also establishes a collaborative partnership between Aboriginal communities 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' peoples on whose traditional territories the districts are located.

Enhancement Agreements 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;

- Are working documents that are developed for a five-year period and provide goals and targets that are reviewed / assessed regularly to determine progress;
- Include actions that are assessed frequently during the term of the agreements to determine their effectiveness and adjusted as needed.



## Process:

School District No. 58's present Aboriginal Education Enhancement Agreement was signed September 23rd, 2004. The agreement, signed by the Lower Nicola Indian Band, Nooaitch First Nation, Coldwater Indian Band, Shackan First Nation, Upper Nicola Indian Band, Upper Similkameen Band, Metis Association, Board of School Trustees and the Ministry of Education outlined four previous goals:

1. Improve academic achievement
2. Increase academic preparedness
3. Improve grade 7-12 transition rates
4. Improve students self-worth

The 2004 Enhancement Agreement and most recent Local Education Agreement were reviewed extensively by the working committee prior to undertaking the development of the new Enhancement

The following Enhancement Agreement reflects a collaborative process between School District #58 (Nicola-Similkameen), The First Nations Education Council (AAC) and the Aboriginal Communities of the Nicola Valley and Upper Similkameen Valley. Members of the working committee below, gathered information through numerous working sessions, world café activities, interviews and community visits.

- Coldwater Band: Martha Aspinall, Beverly Bob (Elders & Language & Cultural Reps.)
- Shackan Band: Mandy Jimmie (AAC Rep.)
- Nooaitch Band: Natasha Fountain (AAC Rep. / Band Councilor)
- Lower Nicola Band: Lynne Charlton (AAC Rep. / Education Manager)
- Upper Nicola Band: Charlene McRae (AAC Rep. / Education Coordinator)
- FNSW: Mary June Coutlee (MSS), Martha Chillihtzia (MCE), Christine Anderson (MSS)
- SD #58 Principals: Leroy Slanzi (MCE), Bill Lawrence (MSS)
- District Aboriginal Principal – Shelley Oppenheim –Lacerte
- Assistant Superintendent – Steve McNiven
- Chief Percy Joe (Shackan Band)
- Arnie Narcisse (Executive Director for Lower Nicola Band)
- Tim Manuel (Instructor for Aboriginal Academy 9)

The goals outlined in the EA have been prioritized as have the guiding statements in each of the rationale. Also, in an effort to honour people's voices, all working documents and community input have been archived and will continue to be reviewed regularly by the working group.

The action items listed in this document are fluid, and as so, they too will be reviewed and their effectiveness evaluated. The actions are suggested strategies and structures that have been developed by the working committee and gathered through community input. The examples include work that has been started in relation to reaching the goals as well as possible future strategies and structures that will help us improve student success and reach the goals.



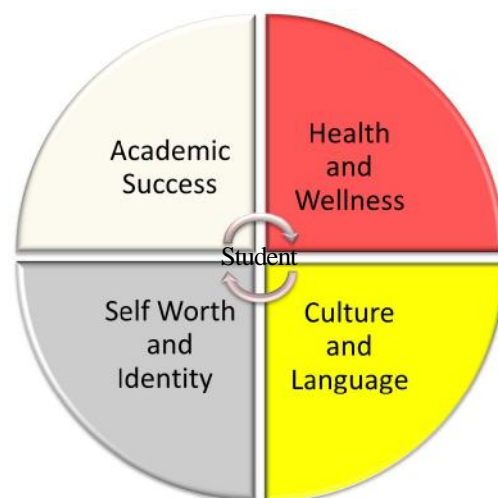


## **Context:**

The First Nations people in the Nicola and Upper Similkameen Valley have been committed to the advancement of their students' success and to the achievement of high standards in education. The Bands of the Nicola Valley have been advocates for Aboriginal students attending the public schools in Merritt and Princeton.

The First Nations Education Council (AAC) is an advisory council to the Board. Its purpose includes improving the learning environment of all levels of the school system so that Aboriginal students may gain maximum benefit from their formal education. The AAC is instrumental in the development and implementation of the Aboriginal Education Enhancement Agreement. The AAC includes representatives from the local Bands, the Conayt Friendship Society, school board, schools and senior school district administration.

The AAC acknowledges the importance of ensuring success for all Aboriginal students through this agreement as well as recognizes and honours the historical and critical importance local First Nations People place on the preservation of their language and culture. Further, they recognize the primacy of each Aboriginal Peoples' language and culture within its traditional territory. This Aboriginal Education Enhancement Agreement acknowledges and honours the special relationship that exists between School District No. 58 and the:



- Coldwater, Lower Nicola, Nooaitch, Shackan and Upper Nicola Bands and supports their commitment to the preservation of their language and culture. Further this Agreement acknowledges and honours Nlaka'pamux and Syilx as the principle culture / Aboriginal languages of this territory and School District No. 58 will continue to support the development of its programs and curriculum;
- Upper Similkameen Band and supports the continued fusion of local First Nations culture into the schools of Princeton
- Metis Association
- Conayt Friendship Society

The AAC acknowledges the collective responsibility for the success of all Aboriginal learners attending school in School District No. 58. In respect and honour of the local First Nations and Metis, the AAC will continue to develop appropriate and meaningful educational programs for the benefit of all Aboriginal learners.

In addition to acknowledging collective responsibility, the AAC stresses the importance of collective accountability. Accountability will be provided through the alignment of the Enhancement Agreement with other school / district improvement processes and through annual review and reporting of results.

Finally, all stakeholders understand that this is a working document and that changes to address progress and the needs of students in relation to the goals will be ongoing.

### **School District #58 (Nicola Similkameen) is committed to working collaboratively to:**

- 1) Improve 2012/2013 results as measured by the examples of indicators provided for each of the goals;
- 2) Develop new data collecting tools and gather base line data for the purpose of setting specific targets in all four goal areas by the end of the 2012/2013 school year;
- 3) Review and report out on Enhancement Agreement results on a yearly basis;
- 4) Allocate dollars to reaching the goals outlined in the Enhancement Agreement;

## Goal #1

### To Increase the level of health and wellness amongst Aboriginal Students.

#### *Rationale:*

Research tells us that a student's health and wellness is essential for student success. This goal is based on the recognition that health and learning are interdependent and encompasses physical, social, emotional and spiritual well-being.



It is our belief that by taking a holistic approach to this work that incorporates both a traditional and contemporary perspective we will be able to improve student success. Parent involvement in all areas as well as the alignment of School District, Band and community activities will be instrumental in achieving this goal. Universal programs offering pro-active opportunities for all Aboriginal students will be developed while our most vulnerable students will be supported with specific interventions to address barriers to success. Increased support in the areas of grief and loss as well as drug and alcohol prevention will be a priority. Furthermore, alternative and holistic solutions for students experiencing conflicts will be developed with the aim of keeping students connected to school and the community.

#### *Indicators:*

Indicators are provided in Appendix A. They are displayed to show how the indicators will be used in each of the goal areas and in some instances in more than one goal area to provide evidence of progress for Aboriginal students. Indicator tools, baseline and targets will be set and reviewed annually.

#### *Examples of Possible Action Items: (items will be reviewed, analyzed and adjusted annually)*

- Expand range of extra-curricular activities
- Expand range of Aboriginal focused clubs
- Provide information to parents at the beginning of the year and regularly throughout
- Align District resources with Bands and community
- Provide access to a wellness space in schools
- Develop health and wellness programs and curriculum in partnership with Bands and community agencies.
- Response Ability Pathway Training
- Provide opportunities for traditional healing methods
- Provide access to Aboriginal counseling
- Provide alternatives to suspensions
- Increase universal support for students in relation to health related issues and include an Aboriginal perspective
- Expand on District work with Children in Care planning and include an Aboriginal perspective
- Consider and involve extended family when working with Aboriginal students
- Develop a peer support group that focuses on all students but provides specific support for Aboriginal student issues
- Assess health related needs and support through the work of the Human Development Teacher
- Expand on Community LINKS work with a focus on the needs of Aboriginal students and families

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## Goal #2

**To increase the level of participation and knowledge of local Nlaka’pamux and Syilx culture and language among students.**

### *Rationale:*

Educational research indicates that if children feel their culture, language, heritage and roots are valued then they will have a basis for positive self-esteem and the confidence to learn new things. With this in mind it is vital that opportunities for students to learn to speak the local Aboriginal Languages are provided throughout the school system. As a result, a priority will be strengthening the K-12 language program. To help facilitate this, language teachers will be supported in the areas of curriculum development, instructional strategies, and classroom management.

The Shared Learning: Integrating BC Aboriginal Content K-10 document states that,

*integration of authentic Aboriginal content into the British Columbia K-10 curriculum with the support of Aboriginal peoples will help to promote understanding of BC Aboriginal peoples among all students. A curriculum that focuses on Aboriginal content can lead to enlightened discussion of Aboriginal issues and give Aboriginal students a sense of place and belonging in the public school system. (p.4, 2006)*

With this in mind we believe it is important to increase the knowledge of local Nlaka’pamux and Syilx culture. In order to do this local resources will be developed and shared within the schools, families and communities. The resources and lessons will be integrated into the work of teachers in classrooms, the outdoors and in the local communities.

### *Indicators:*

Indicators are provided in Appendix A. They are displayed to show how the indicators will be used in each of the goal areas and in some instances in more than one goal area to provide evidence of progress for Aboriginal students. Indicator tools, baseline and targets will be set and reviewed annually.

### *Examples of Possible Action Items: (items will be reviewed, analyzed and adjusted annually)*

- To provide language instruction / opportunities across all grade levels
- To provide language instruction in the Aboriginal Academy program
- To promote language instruction through culture camps, language camps and other programs
- To enhance curriculum through the integration of language activities
- Provide equal representation of all second languages during course selection
- Provide opportunities for all classes and the community to access the House of Honour
- Provide local culture camp to teachers, parents and extended families
- Expand on the Aboriginal Academy program by developing cultural experiences for other grade levels
- Integrate Aboriginal activities into all subject areas  
Provide opportunities for student mentorship
- Capitalize on the use of technology in language classes
- Hire certified First Nations language teachers
- Support language instruction through staff development and in-service
- Increase language resources
- Connect resources to a seasonal calendar
- Increase collaboration between regular classroom teachers and language teachers
- Look to ensure staff is in place to integrate cultural activities
- Use technology to collect and share resources
- Promote the creation of student developed resources
- Increase access to other agencies / resources (e.g. NTA, UNB, LNIB)

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## Goal #3

### **To improve Aboriginal students/parents feeling of self-worth and identity. *Rationale:***

Research has supported the importance of fostering a positive identity through education. The Royal Commission of Aboriginal Peoples report affirms that:

*Elders expressed deep concern to [RCAP] Commissioners about the current state of education. While they do not reject participation in Canadian education, they question the exclusion of traditional knowledge and its methods of transmission. They see that young people and adults emerge from school with a confused sense of Aboriginal identity and without the basic cultural knowledge to participate fully in the traditions of their society” (RCAP, v3, c5, s7)*

In order to improve students and parents feeling of self-worth and identity we believe we must increase the representation of local Aboriginal culture in our schools and increase the number of Aboriginal role models connecting with students, staff and the community. Alongside of this work will be an increased recognition of Aboriginal student success and staff development in the area of self-worth and identity. Finally it is our belief that it is important to continue to increase the number of Aboriginal employees throughout the district.

#### *Indicators:*

Indicators are provided in Appendix A. They are displayed to show how the indicators will be used in each of the goal areas and in some instances in more than one goal area to provide evidence of progress for Aboriginal students. Indicator tools, baseline and targets will be set and reviewed annually.

#### *Examples of Possible Action Items: (items will be reviewed, analyzed and adjusted annually)*

- Increase the number of Aboriginal role models in schools by inviting Aboriginal guests/speakers into schools and by continuing to increase the number of Aboriginal teachers / employees throughout the district (see LEA Strategies)
- Expand Regalia displays
- Expand the public displays of art, drumming, basketry, dancing and other local culture
- Create posters highlighting local Aboriginal role models
- Provide welcoming rooms in all schools
- Develop a district list of celebrations
- Increase communication in relation to student success and celebration across the district and the community
- Provide for an Aboriginal topic to be presented at Summer Institute for all teachers
- Provide ongoing staff development in the area of Aboriginal Education
- Promote participation in the Provincial Aboriginal Education Conference
- Provide signage in local languages
- Provide opportunities to share traditional foods and dress at celebrations and related events
- Expand Aboriginal content in school libraries and online and connect them to local resources
- Develop an Elders program for the district
- Increase connections with Band Schools through invitations to activities / celebrations
- Develop and communicate a process / budget for inviting resource people into schools
- Provide cross-cultural training for all staff on the impact of residential schools
- Provide English as a Second Dialect training for teachers and specialists
- Ensure staff are in place to support staff development
- Expand on staff development for FNSW and Special Education Assistants
- Provide alternatives to discipline which connect Aboriginal students to the school / communities and promote self-worth

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## Goal #4

### **To improve the graduation/six year completion rate of Aboriginal students (Dogwood Certificate).Rationale:**

It is important to recognize that success and life chances will mean different things to different students and that it will not always be measured with a Dogwood Certificate. However, it is also clear that graduation and six year completion rates continue to be below a satisfactory level, and although we have seen improvements, this is still the case for our Aboriginal learners.



With this in mind it is important that we address this concern by fully understanding Aboriginal students as learners and what they require in order to be successful. Improving literacy skills through appropriate strategies across the grade levels will be a priority in this work. In addition we believe it is important to increase the opportunities for parental involvement and to support adults and students in understanding the connection between resilience and academic success. Motivating students to graduate with the necessary post-secondary (life chances) requirements will also be addressed through increasing student engagement. Engagement will be

increased by providing opportunities for student to explore their interests and to be exposed to new experiences in order for them to develop realistic goals. Academic success continues to be a priority. It is our belief that all the goals outlined in this document will provide a holistic foundation for achievement.

#### *Indicators:*

Indicators are provided in Appendix A. They are displayed to show how the indicators will be used in each of the goals areas and in some instances in more than one goal area to provide evidence of progress for Aboriginal students. Indicator tools, baseline and targets will be set and reviewed annually.

#### *Examples of Possible Action Items: (items will be reviewed, analyzed and adjusted annually)*

- Provide clear academic counseling to Aboriginal students and families
- Develop a grade 8 and 9 teaching team for the purpose of supporting Aboriginal student transition into high school
- Develop and offer an Aboriginal Academy
- Communicate post-secondary requirements clearly to Aboriginal students and families
- Support transitions between schools
- Develop an interview process that includes Aboriginal students and parents to plan for completion of the graduation program
- Provide flexible opportunities for upgrading and continued success
- Develop partnerships with universities, trades, industry, business and community agencies for the purpose of transitioning students into post-secondary or the work-force
- Expand assessment and programs / services to address human development
- Develop common assessment and responses across the district
- Provide Aboriginal representation on School Based Teams and District Based Teams



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#### ***Goal # 4: Academic Success - Action Items Continued***

- Increase the amount of project based learning at the elementary and middle school years
- Provide job experiences at the secondary level
- Provide leadership opportunities for students
- Increase the number of Independent Directed Studies opportunities for Aboriginal students
- Provide field trip experiences outside of the community (NVIT, UBC, TRU, Youth Conferences) for Aboriginal students
- Continue to expand on the Trades program
- Provide parent and student workshops on the topic of resiliency
- Provide staff development on the topic or components of resiliency
- Provide resiliency research and information to all staff and parents
- Continue to expand on the Aboriginal Education website
- Provide more parent communication & support
- Continue to develop alternate programs that reflect resiliency research
- Connect the work of the counseling team to resiliency research
- Support the transition of Aboriginal students from the primary program to the intermediate program in the areas of numeracy and literacy
- Expand on the English as a Second Dialect program by providing more support within the classroom
- Develop literacy and numeracy supports at the Grade 8 and Grade 9 level
- Incorporate assistive technology into the elementary schools with a focus on Aboriginal students and the transition between primary and intermediate
- Provide information sessions in the Aboriginal communities
- Develop school and district calendars highlighting parent events
- Get school staff into the Aboriginal communities to meet families and community members

## Appendix A: Indicators

### Goal #1 Health and Wellness

#### *District Level Indicators:*

- Attendance
- Grade to Grade Transitions
- Six Year Completion Rate
- Satisfaction Survey Results

#### *School Level Indicators:*

- Extra-curricular participation rates
- Student Survey

#### *Action Indicators:*

- # of health & wellness related activities
- # of health & wellness related programs
- # of home contacts

### Goal # 2 Culture and Language

#### *District Level Indicators:*

- Attendance
- Language classes enrollment

#### *School Level Indicators:*

- Student marks
- Work habits
- Student Survey

#### *Action Indicators:*

- # of language programs
- # of language classes
- # of staff development activities
- # of resources
- # of resource people
- # of related activities

### Goal # 3 Self-Worth and Identity

#### *District Level Indicators:*

- Attendance
- Grade to Grade Transitions
- Six Year Completion Rate
- Satisfaction Survey Results

#### *School Level Indicators:*

- Extra-curricular participation rates
- Student Survey
- Parent Survey
- Anecdotal information

#### *Action Indicators:*

- # of school / class presentations
- # of elder visits
- # of role model visits
- # of Aboriginal employees
- # of staff development activities

### Goal #4 Academic Success

#### *District Level Indicators:*

- Grade to Grade Transitions
- Six Year Completion Rate
- Graduation Rate
- Foundation Skills Assessment
- Post-Secondary Transition Results

#### *School Level Indicators:*

- Primary Literacy Results
- Academic Language Results
- Classroom Marks / Grades
- Aboriginal Academy Results
- Independent Directed Studies results

#### *Action Indicators:*

- # of district assessment and program/services
- Aboriginal Representation on School Base Team / District Based Team
- # of Independent Directed Studies courses
- # of Field Trip experiences
- # of staff development activities

\* Some Action items / student participation will be monitored by FNSW via Fluid Technology Survey

## SCHOOL DISTRICT #58 (Nicola-Similkameen) ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT

Indicators provided in Appendix A are displayed to show how the indicators will be used in each of the goals areas and in some instances in more than one goal area to provide evidence of progress for Aboriginal students. Indicator tools, baseline and targets will be set and reviewed annually.

Appendix A: Indicators	Health & Wellness (Goal #1)	Culture & Language (Goal #2)	Self-Worth & Identity (Goal #3)	Academic Success (Goal #4)	Target	Tool / Collector
<b>District Level Indicators</b>						
• Language classes enrollment (see example)		✓				
• Attendance	✓	✓	✓			
• Grade to Grade Transitions	✓		✓	✓		
• Six Year Completion Rate	✓		✓	✓		
• Satisfaction Survey Results	✓					
• Graduation Rate				✓		
• Foundation Skills Assessment				✓		
• Post-Secondary Transition Results				✓		
<b>School Level Indicators</b>						
• Extra-curricular participation rates	✓		✓			
• Student Surveys	✓	✓	✓			
• Student marks		✓				
• Work habits		✓				
• Parent Survey			✓			
• Anecdotal information			✓			
• Primary Literacy Results				✓		
• Academic Language Results				✓		
• Classroom Marks / Grades				✓		
• Aboriginal Academy Results	✓	✓	✓	✓		
• Independent Directed Studies results				✓		
<b>Action Indicators</b>						
• # of health related activities	✓					
• # of health related programs	✓					
• # of home contacts						
• # of language programs		✓				
• # of language classes		✓				
• # of staff development activities		✓				
• # of resources		✓				
• # of resource people		✓				
• # of related activities		✓				
• # of school / class presentations			✓			
• # of Elder visits			✓			
• # of role model visits			✓			



**SCHOOL DISTRICT #58 (Nicola-Similkameen)**  
**ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT**

Appendix A: Indicators	Health & Wellness (Goal #1)	Culture & Language (Goal #2)	Self-Worth & Identity (Goal #3)	Academic Success (Goal #4)	Target	Tool / Collector
• # of Aboriginal employees			✓			
• # of staff development activities			✓			
• # of district assessment and program/services				✓		
• # of Independent Directed Studies Courses				✓		
• # of Field Trip experiences				✓		
• # of staff development activities				✓		
<b>Task Completion</b>						
• Grade 8/9 Team in place						
• Grade 9/10 interview developed						
• Aboriginal Representation on School Base Teams / District Based Teams						
• Parent communication						
• Grade 8/9 Literacy and Numeracy supports						

## Appendix B:

### Targets and Data

Note:

Goals 1-3: Targets will be established after the first annual review and provided in the report to the Board, the AAC, the local Bands and the Ministry of Education. Baseline information will be established for all four goals using indicators selected from Appendix A.

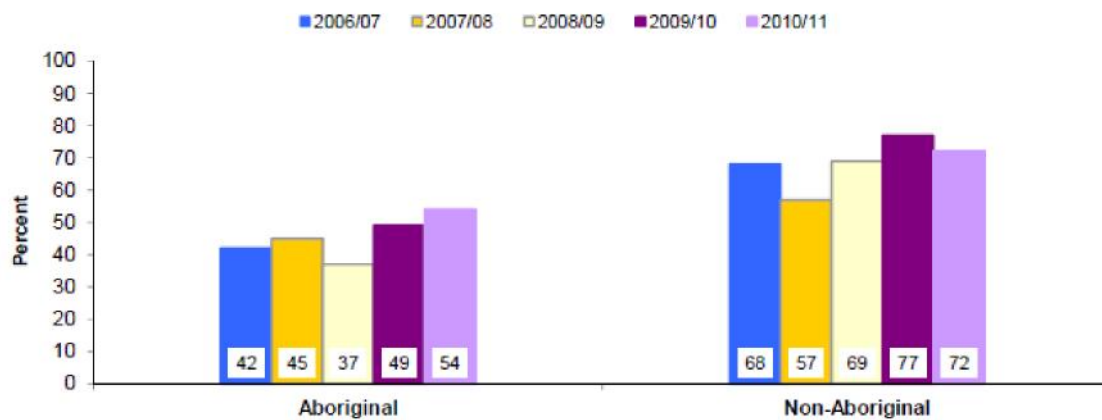
### Six-Year Completion Rate

District target: The 2012-13 completion rate for Aboriginal students will be at 60% or better with the five-year target to achieve 70% or better.

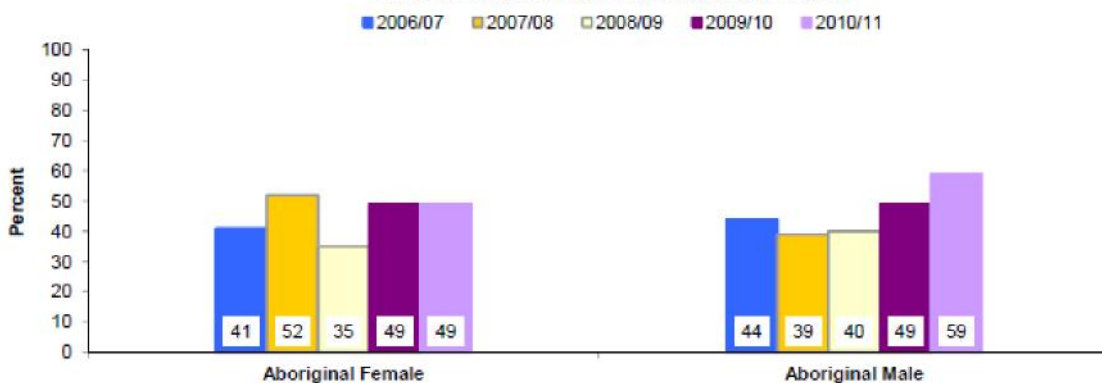
#### SIX-YEAR COMPLETION RATE\* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2006/07	42	41	44	68	70	66
2007/08	45	52	39	57	53	61
2008/09	37	35	40	69	68	70
2009/10	49	49	49	77	77	77
2010/11	54	49	59	72	72	71

Six-Year Completion Rate: Aboriginal/Non-Aboriginal



Six-Year Completion Rate: Aboriginal by Gender

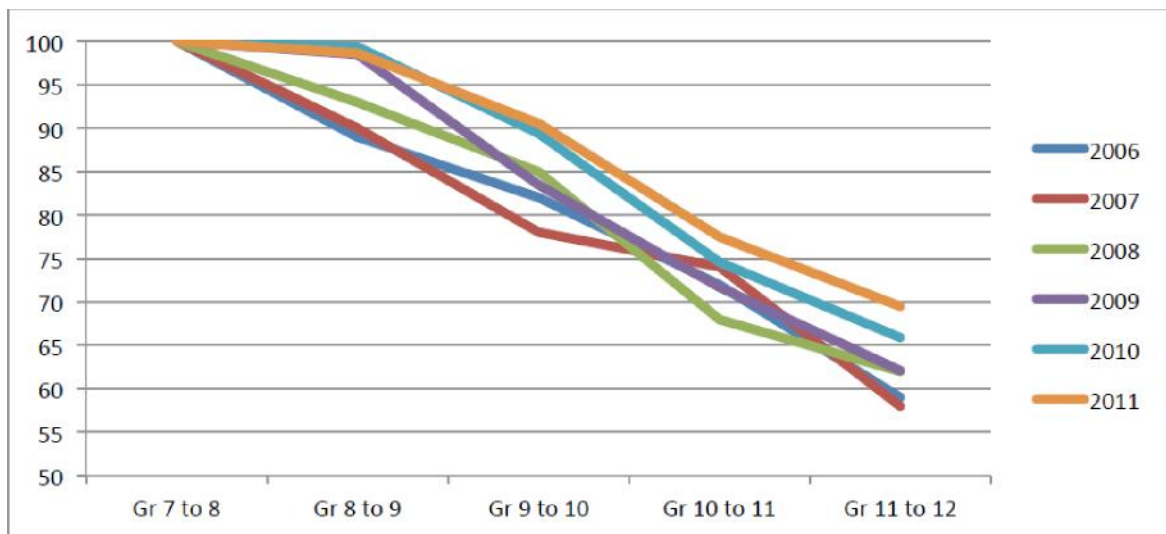


## Appendix B: Targets and Data Continued

### Transition Rates:

District target: 2013-2014 transition rates for Aboriginal students moving from grade 9 to 10 will be at 90% or better.

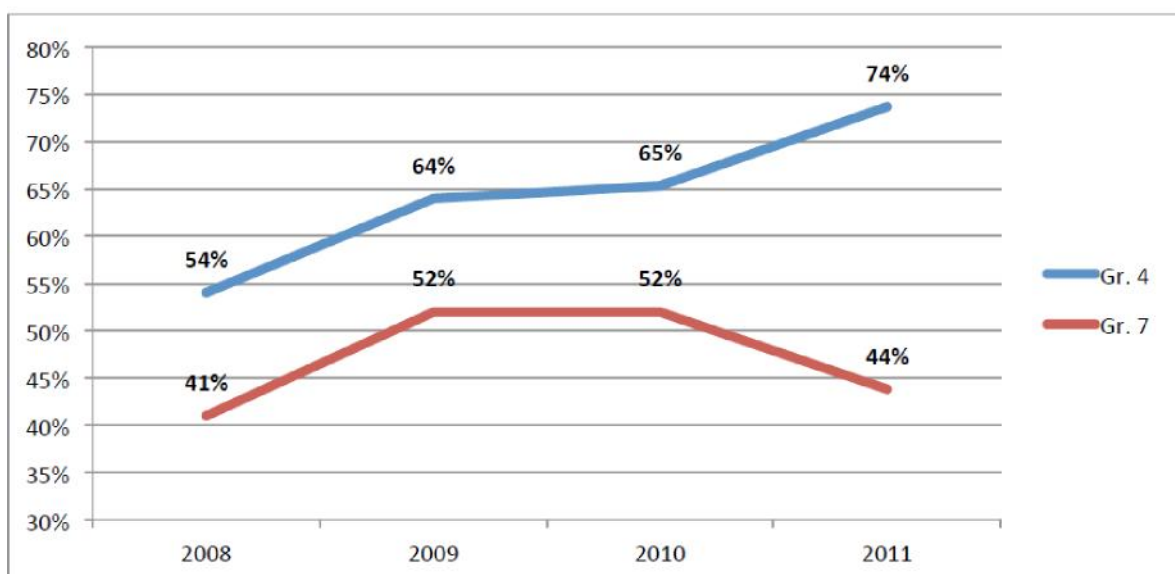
### Transition Rates for Aboriginal Students



### Foundation Skills Assessment Results:

District target: 2013-2014 FSA Reading result for Grade 4: at or above 80%, for Gr. 7 at or above 55%.

Reading for Grade 4 and 7 Aboriginal students (meeting or exceeding):



## **Example of Language Class Data for September 26, 2012**

### **MSS**

**Thompson 8**

Semester 1 – 10

Semester 2 - 13

**Thompson 10Thompson 11**

Semester 2 – 8

Semester 2 - 5

### **Merritt Central**

Monday, Wednesday, Friday - 1:00 to 2:15

Grade 5, Grade 6, Grade 7 – 15 kids in each class

### **Nicola-Canford**

Monday, Tuesday, Wednesday, Friday - 11:15 to 12:00

Grade 5 – 10

Grade 6 – 18

Grade 7 – 7

### **Diamond Vale**

Tuesday & Friday - 1 to 2:30

Grade 5, 6, 7 – 6

Grade 5/6 - 10

## Appendix 3

### FIRST NATIONS EDUCATION ADVISORY COUNCIL (AAC) TERMS OF REFERENCE

#### Preamble

The First Nations Education Council (AAC) operates under the umbrella of the Local Education Agreement negotiated with each of the five bands in the Nicola Valley.

The AAC recognized the importance of having First Nations students achieve success in the context of intellectual, human, social and career development. First Nation's language, cultural knowledge and history will form an integral part of the education system.

The AAC will work towards ensuring that relative and responsive programs and services for Aboriginal students are developed, implemented and evaluated. The AAC is committed to working collaboratively to increase the academic success of Aboriginal students, and to bring about positive educational outcomes for Aboriginal students, parents and communities.

#### Composition of the Council

The membership of the AAC will consist of:

- One representative of each of the five local bands or designate
- One representative from the Metis
- One representative from the Conayt Friendship Centre
- Two trustees
- Superintendent or designate
- Secretary – Treasurer or designate
- Two school – based principals/vice-principals – one elementary and one secondary representative

The **District Principal of Aboriginal Education** shall attend meetings of the AAC, as a non – voting resource person.

#### Role of the Council

- a) To recommend the expenditure of targeted dollars, and or additional funding allocated for First Nations programming.
- b) The AAC shall schedule meeting dates. The Parties will encourage their AAC representatives to attend these meetings.
- c) The Secretary – Treasurer will make a detailed presentation to the AAC on the district's preliminary budget.
- d) To recommend improvements to learning environments in the school system, so that students of First Nations heritage gain maximum benefits from their formal education.

- e) To make recommendations in regard to the expenditure of targeted dollars allocated for First Nations programming.
- f) To facilitate the development and implementation of First Nations culture and language education programs.
- g) To assist in the development of programs that will increase the awareness and appreciation of all First Nations people and culture within the school district.
- h) To prepare and recommend an annual budget for the First Nations targeted dollars and/or additional funding.
- i) In accordance with Section 10 (e) of the LEA, to be a part of the interview process for position that are specifically directed at First Nations students.
- j) To work on providing First Nations high school students with the opportunity to participate in student success programs.
- k) To participate in the development of job descriptions, roles, evaluation process, and expectations for the First Nation Support Workers, First Nations Language Teachers and the First Nations Principal.
- l) To participate in the development of a comprehensive survey to be sent out annually to First Nations parents and other stakeholders as agreed to by the parties, with the survey to provide information on the directions, successes and growth areas for First Nations education programs.
- m) To develop a rewards system for use in all schools that have a high First Nation student population.

#### Term

The AAC shall undertake a review of its terms of reference every two years. The terms of reference may be amended at any time during the two years, based upon consensus of the AAC.

## Appendix 4

### Individual Education Plans

Students with special needs who are receiving ongoing special education service require an Individual Education Plan (IEP). This plan is a concise and usable document, which summarizes the student's educational program. The IEP should be implemented and reviewed/updated at least annually. Its development should be seen as a dynamic, ongoing process.

#### IEPs:

- Are written records of planning prepared with input from students, parents/guardians, school personnel and other service providers, i.e., preschool staff?
- Describe students' current learning, strengths, styles and needs, and identify appropriate goals.
- Help in determining the degree of intervention needed.
- Describe individual team members' responsibilities.
- Provide coherent plans for student learning and service needs.
- Should include planning for students' transitions.
- Assist in determining criteria for evaluation.
- Help in determining how well students are meeting their goals, and form the basis of reporting students' progress.

(Reference: [Special Education Services](#), A Manual of Policies, Procedures and Guidelines;  
Retrieved from: <http://www.bced.gov.bc.ca/specialed/sid/10.htm>; June 22, 2008)

**An adapted program** retains the learning outcomes of the prescribed curriculum, but adaptations are provided so the student can participate in the program.

These adaptations can include:

- Alternate formats (For example Braille, books-on-tape)
- Instructional strategies (For example use of interpreter, visual cues, and aids)
- Assessment procedures (For example oral exams, additional time)

How do teachers report to parents about a student on an adapted program? (\*)

- Students on adapted programs are assessed using the standards for the course/program and can receive full credit for their work. Letter grades are assigned when a student's course/program is adapted. School personnel should document the adaptations provided for the student. Students who have an adapted program can still graduate from high school with a BC Dogwood Certificate.

**A modified program** has learning outcomes that are substantially different from the prescribed curriculum, and specifically selected to meet the student's special or unique needs. The School Psychologist must be consulted prior to a student being placed on a modified IEP for the first time. For all students, the appropriate Parent Consent Form must be completed prior to placement on a modified IEP and re-signed by parent every school year that the student remains on a modified program. For these students specific individual goals and objectives will be established for the student and documented as part of his or her IEP. Modifying a student's program may impact eligibility for a BC Dogwood Certificate. (Special Education Resource Manual 69 August 2007).

**How is the decision to modify a student's program made?**

The decision to modify all or part of a student's program is made with the School Psychologist, Core School-Based Team, including the parent, and student, (if appropriate). It is very important that there is adequate documentation to support the decision to modify, and that parents understand the implications of the decision. Core School-Based Teams should use the district form Consent for a Modified IEP Program. The decision to modify all or part of a student's program should be reviewed annually by the School-Based Team and the School Psychologist. The parent's permission must be secured in writing.

**How do teachers report to parents about a student on a modified program?**

The use of letter grades and percentages for reporting the progress of these students on their modified program is not appropriate unless the student is working on Locally Developed courses that have a Board approved implementation process. Structured, written comments should be used to report the level of the student's success in achieving modified goals and objectives. In these circumstances, the efforts of the student will be recognized by providing them with a School Completion Certificate upon graduation from high school. A School Completion Certificate plus transcript is also possible for some students on modified programs. Where a professional support person other than the classroom teacher is responsible for providing some portion of the student's educational program (For example Speech Pathologist), those persons should provide a written report on the student's progress for inclusion with the report of the classroom teacher. Official transcripts of courses/marks should identify whether a course has been modified, although adaptations need not be identified. With written consent, information about adaptations and modifications should be communicated to post-secondary institutions or community agencies providing adult services.

**A student may be on a program that is both adapted and modified. In these cases, a student's report card and transcripts should clearly indicate which courses/programs are modified.**

Reference: Special Education Resource Manual, 2007; Retrieved from:  
<http://www.sd33.bc.ca/docs/Student%20Services%20Resource%20Manual.pdf>