

*Creator, we give thanks for the day,  
our children, mother earth, and all the  
good things you have provided. May  
we honor our children so they can  
learn to believe in themselves and live  
out their dreams as they travel their  
journey of life. Give us the wisdom to  
respect, and support the spirit of our  
children.*

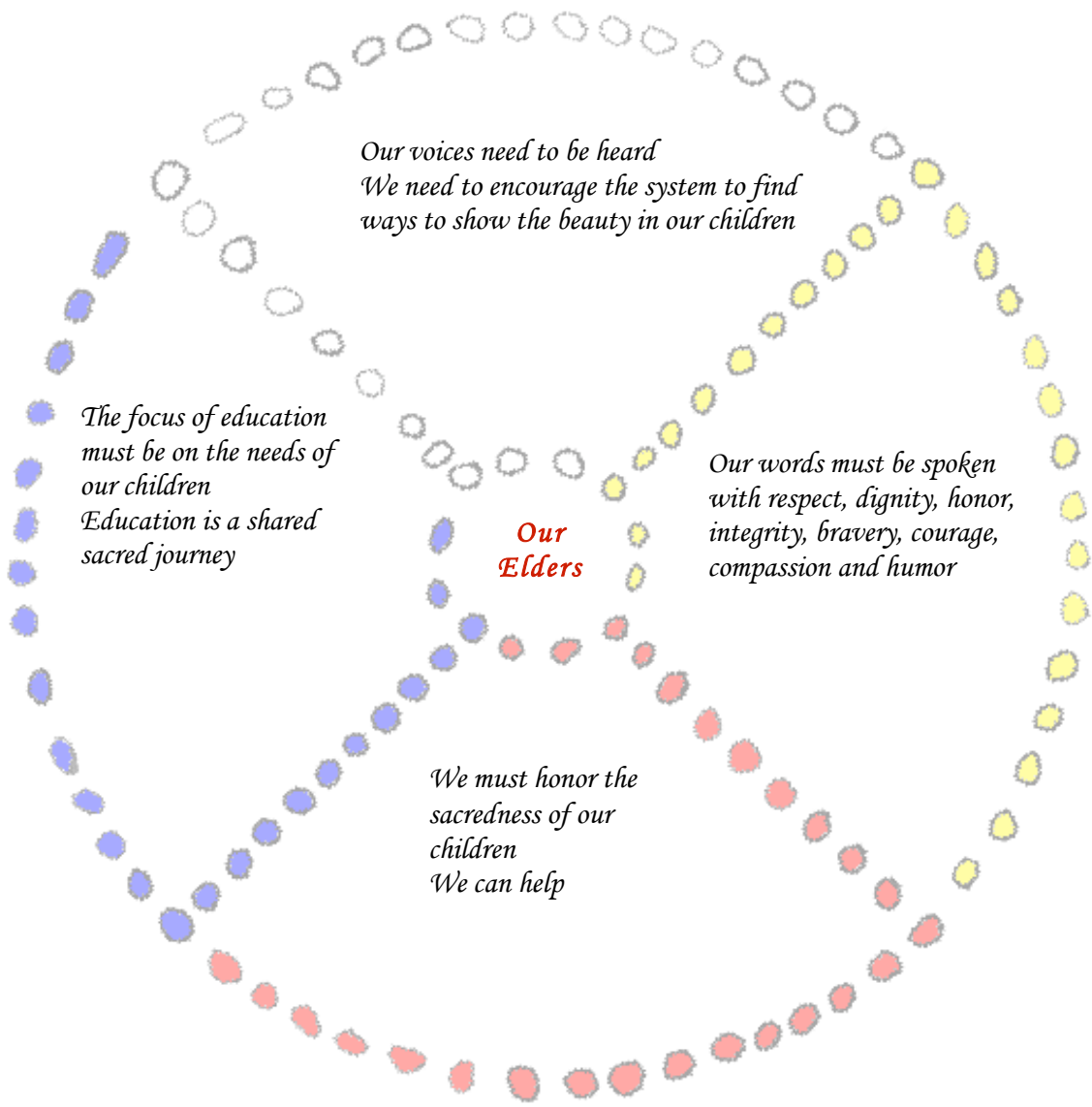
*All our relations*

*We acknowledge the  
Dane Zaa people on  
whose traditional  
territory we reside. We  
acknowledge the Elders  
and those who have and  
have not survived  
residential schools. We  
honor you*

*We have developed this  
Enhancement Agreement with the  
spirit of our children in mind. Our  
goal for these youth is to help  
them achieve that which cannot be  
seen or measured.*

***Guiding  
Principles***

*Sense of Belonging  
Honoring the spirit of  
every child  
Acknowledgement of the  
emotional pain students  
may be experiencing*



*Our voices need to be heard  
We need to encourage the system to find  
ways to show the beauty in our children*

*The focus of education  
must be on the needs of  
our children  
Education is a shared  
sacred journey*

*Our words must be spoken  
with respect, dignity, honor,  
integrity, bravery, courage,  
compassion and humor*

***Our  
Elders***

*We must honor the  
sacredness of our  
children  
We can help*

## THREE GOALS



### GOAL #1

#### *Improve the Wellness of all Aboriginal Students*

*In order to support this goal a commitment will be made to the following objectives:*

*OBJECTIVE #1 Honoring the strength and spirit of all children*

*OBJECTIVE #2 Aboriginal students must feel they belong in school*

*OBJECTIVE #3 Acknowledge and respect Aboriginal students who are in emotional pain*

*Goal #1 Wellness ~ Objective #1  
Honoring the strength and spirit of all children*

**RATIONALE**

In healthy Aboriginal cultures, we believe in the strength of the nation and in the strength of individuals. We also believe that the spirit of every individual is sacred and must be treated with the utmost of respect.

**PERFORMANCE INDICATORS:**

- Improvement in the attitude of individual students based on a belonging survey

**IN ORDER TO HONOUR THIS COMMITMENT WE WILL TRACK EACH OF THE FOLLOWING**

- Number of students completing belonging survey

*Goal #1 Wellness ~ Objective #2  
Aboriginal students must feel they belong in school*

**RATIONALE**

When Aboriginal students feel they belong, they attend more, feel better about themselves, and as a result are more successful in school.

**PERFORMANCE INDICATORS:**

- Sense of belonging of Aboriginal students based on belonging survey
- Number of students involved with the Aboriginal dance program
- Number of students accessing the ASSW program
- Student attendance

**IN ORDER TO HONOUR THIS COMMITMENT WE WILL TRACK EACH OF THE FOLLOWING:**

- Number of students involved in Aboriginal dance program; ASSW program and attendance

*Goal #1 Wellness ~ Objective #3  
Acknowledge and respect Aboriginal students who are in*

**RATIONALE**

When Aboriginal students come to school with ‘major’ emotional pain, they are unable to function to their fullest potential.

**PERFORMANCE INDICATORS**

- Number of counseling referrals, suicide attempts
- Number of suspensions and withdrawals
- Number of outside agency referrals
- Number of students attending workshops
- Number of students involved with the Healing Circles

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## GOAL #2

*All students will honour the Local Aboriginal Histories and Cultures*

*In order to support this goal a commitment will be made to the following objectives:*

*OBJECTIVE #1 Infuse relevant local Aboriginal content into the curriculum*

*OBJECTIVE #2 Provide support for Aboriginal language*

*OBJECTIVE #3 In-service teachers on Aboriginal content to be implemented in their classrooms*

*OBJECTIVE #4 Work with AHCOTE to include Aboriginal content, awareness, and history into their program*

*Goal #2 Cultural Program ~ Objective #1*  
*Infuse relevant local Aboriginal content into the curriculum*

**RATIONALE**

The ministry supports Aboriginal cultural programs.

**PERFORMANCE INDICATORS**

- All students will have an increased knowledge, understanding and appreciation of local Aboriginal histories and cultures

**IN ORDER TO HONOUR THIS COMMITMENT WE WILL TRACK EACH OF THE FOLLOWING:**

- Number of Aboriginal activities and/or lessons implemented in district
- Number of requests for teacher use of developed curriculum
- Attendance
- Evaluation at in-services
- Number of kits/resources signed out
- Number of students enrolled in BC First Nations 12

*Goal #2 Cultural Program ~ Objective #2*  
*Provide support for Aboriginal language*

**RATIONALE**

Promote an Aboriginal language in School District No. 60.

**PERFORMANCE INDICATORS**

- A number of students will have an increased knowledge, understanding and appreciation of local Aboriginal language

**IN ORDER TO HONOUR THIS COMMITMENT WE WILL:**

- Pilot a language class in a rural school that has a large Aboriginal population

*Goal #2 Cultural Program ~ Objective #3  
In-service teachers on Aboriginal content to be implemented in  
their classrooms*

**RATIONALE**

Teachers are more willing to include Aboriginal content into their classrooms if they feel they are supported and have relevant knowledge.

**PERFORMANCE INDICATORS**

- Students will be taught more Aboriginal content

**IN ORDER TO HONOUR THIS COMMITMENT WE WILL:**

- Track attendance at Aboriginal teacher training programs
- Track Aboriginal workshops on Pro – D days
- Continue updating our Aboriginal Resources Library
- Track number of Aboriginal curriculum taught by the AEC staff

*Goal #2 Cultural Program ~ Objective #4  
Work with AHCOTE to include Aboriginal content, awareness, and  
history into their program*

**RATIONALE**

AHCOTE teachers need to have a better understanding of Aboriginal cultures and histories if they are going to work with Aboriginal students.

**PERFORMANCE INDICATORS**

- Track number of AHCOTE teachers in workshops or inservices on Aboriginal history or culture

**IN ORDER TO HONOUR THIS COMMITMENT WE WILL:**

- Promote Aboriginal content in the AHCOTE program
- Offer to give Aboriginal-focused in-service(s) to AHCOTE students



**GOAL #3**

*To Improve the Academic Success  
and Graduation Rates of all  
Aboriginal Students*

*In order to support this goal a commitment will be made  
to the following objectives:*

*OBJECTIVE #1 Improve literacy achievement of all Aboriginal learners*

*OBJECTIVE #2 Improve numeracy achievements of all Aboriginal  
learners*

*OBJECTIVE #3 Assist Aboriginal students to become aware of the  
educational opportunities available to them.*



*Goal #3 Academics ~ Objective #1  
Improve literacy achievement of all Aboriginal learners*

**RATIONALE**

In order to achieve success for Aboriginal learners we must continue to improve their literacy.

**PERFORMANCE INDICATORS**

- Increase Grade 4 and 7 FSA scores, Provincial exam scores, and report card grades
- Increase English 12 and COMM 12 success rates

**IN ORDER TO HONOUR THIS COMMITMENT WE WILL:**

- Early Literacy data will be gathered, analyzed and used to help improve literacy programs
- Establish baseline data

*Goal #3 Academics ~ Objective #2  
Improve numeracy achievement of all Aboriginal learners*

**RATIONALE**

In order to achieve success for Aboriginal learners we must continue to improve their numeracy.

**PERFORMANCE INDICATORS**

- Increase Grade 4 and 7 FSA scores, Provincial exam scores and report card grades
- District common assessment
- Increase Principles of Math, Essentials of Math and Applications of Math success rate

**IN ORDER TO HONOUR THIS COMMITMENT WE WILL:**

- Establish baseline data

*Goal #3 Academics ~ Objective #3  
Assist Aboriginal students to become more aware of their  
educational opportunities*

**RATIONALE**

Aboriginal students need to be made aware of the various educational choices that are available to them in order to make informed decisions about their program or career planning.

**PERFORMANCE INDICATORS**

- Number of Aboriginal students involved in programs such as Project Heavy Duty, Hairdressing, Chefs course
- Number of Aboriginal students involved in career fairs
- Number of Aboriginal students enrolled in English 12 versus Communications 12
- Number of Aboriginal students enrolled in Principles of Math versus Applications of Math

**IN ORDER TO HONOUR THIS COMMITMENT WE WILL:**

- Encourage students to participate in Trades courses
- Encourage students to be involved in career fairs and other related events



## **IMPLEMENTATION OF THE ENHANCEMENT AGREEMENT**

*This Enhancement Agreement will be monitored by representatives of School District No. 60 (Peace River North) and the Aboriginal Education Advisory Council. This agreement will be reassessed annually by School District No. 60 (Peace River North) and the Aboriginal Education Advisory Council to ensure targets and strategies remain reasonable and attainable. An Annual Report will be submitted each year to the Aboriginal Education Advisory Council, the Board of School Trustees, the Ministry of Education, Peace River North Teacher Association, as well as the local Aboriginal communities.*

*"Creator, we give thanks for the day, our children, mother earth, and all good things you have provided. Watch over us and this document as we work together for our children."*



**We the Undersigned,**

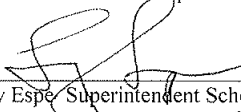
The Aboriginal Education Advisory Council (AEAC) membership includes; Doig River First Nation, Blueberry River First Nation, Halfway River First Nation, Fort St. John Friendship Society, Métis Nation of BC, North East Native Advancing Society, Treaty 8 Tribal Association, BC Native Women Society, student, parent, elder representatives, Peace River North Teacher Association and School District No.60 (Peace River North) Fort St. John, BC., resource personnel and representatives of other organizations as agreed to by the AEAC.

The Board of Trustees for School District No. 60 (Peace River North) believes that education is a shared responsibility by all involved. This agreement between School District No. 60, Aboriginal Education Advisory Council and the Ministry of Education is significant in sharing this responsibility. This agreement is a living document and will be in effect until June 30, 2014.

Signed, November 26, 2009

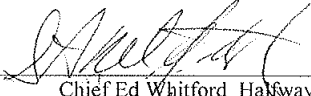
  
Gordon Anderson Chairperson SD #60 Board of Trustees

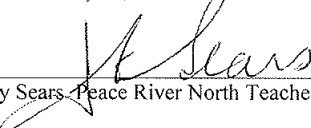
  
Councillor Jerry Attachie Doig River First Nation

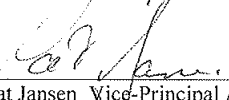
  
Larry Espe Superintendent School District No. 60 PRN

  
Councillor Sherry Dominic Blueberry River First Nations

  
Ministry of Aboriginal Education

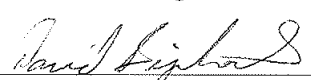
  
Chief Ed Whitford Halfway River First Nation

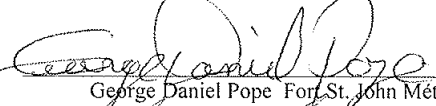
  
Andy Sears Peace River North Teachers Association

  
Pat Jansen Vice-Principal Aboriginal Education Centre

  
Audrey Sam North East Native Advancing Society

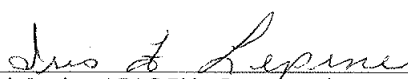
  
Shona Nelson Treaty 8 Tribal Association

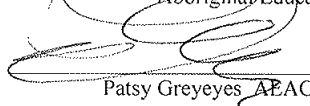
  
David Bigcharles Fort St. John Friendship Society

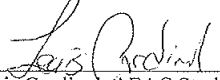
  
George Daniel Pope Fort St. John Métis Society

  
Rose Apsassin BC Native Women Society

  
Maxine Mease  
Aboriginal Education Advisory Council

  
Iris Lepine AEAC Elder Representative

  
Patsy Greyeyes AEAC Parent Representative

  
Louis Cardinal AEAC Student Representative

**APPENDIX A**

**GOAL 1: WELLNESS**

TARGETS: Baselines will be determined and targets established during the first year of this Agreement

**“Honoring the strength and spirit of all children”**

<b>Objective #1 ~ Strategies</b>	<b>Actions</b>	<b>Status</b>	<b>Responsibility</b>
1. Strike a committee to find and/or develop a strength-based assessment tool	Develop assessment tool		Individual Schools, Board Office (Social Responsibility Team), AEAC, PRNTA
2. In-service system on strength-based assessment; monitor results	Provide Inservices		

**Aboriginal students must feel they belong in school**

<b>Objective #2 ~ Strategies</b>	<b>Actions</b>	<b>Status</b>	<b>Responsibility</b>
1. Promote a sense of belonging for the students	Develop and conduct a “Belonging” survey; analyze data; implement directions from survey; monitor		Individual Schools, AEVP and, ASSW’s
2. Develop and implement an Aboriginal peer helping program	Number of students involved with the Aboriginal peer helping program Aboriginal Peer Helping Program implemented		
3. Support the development of “Seventh Generation” Clubs	Develop Seventh Generation Club Number of students involved in the Seventh Generation clubs		
4. Continue supporting, and developing the Aboriginal Dancing Program	Continue funding		
5. Maintain ‘Schools Within School’ programs	Continue funding		
6. Create inviting environments for students and their parents	Develop ASSW support rooms that are warm, friendly and inviting		

**Acknowledge and respect Aboriginal students who are in emotional pain**

<b>Objective #3 ~ Strategies</b>	<b>Actions</b>	<b>Status</b>	<b>Responsibility</b>
1. Continue in-servicing ASSWs on the emotional needs of students	Provide inservices		AEVP, and Aboriginal Counselors
2. In-service SD#60 on the emotional needs of Aboriginal students	Provide inservices		
3. Continue to develop better coordination between schools and the FNEC with respect to suspensions and other areas of discipline	Develop a suspension and discipline protocol with the schools		
4. Strengthen ties with service agencies in the community	FNEC monthly newsletter		
5. Offer group workshops on appropriate topics – suicide awareness, cutting, etc.	Consult with students topics they would like to be involved in		
6. Create a District Aboriginal Healing Circle to address discipline problems	District Healing Circle developed		

## **GOAL 2: CULTURAL PROGRAM**

TARGETS: Baselines will be determined and targets established during the first year of this Agreement

### **Infuse relevant local Aboriginal content into the curriculum**

<b>Objective #1 ~ Strategies</b>	<b>Actions</b>	<b>Status</b>	<b>Responsibility</b>
1. Hire a cultural teacher/curriculum developer (CT/CD) to develop appropriate Aboriginal curriculum – Art, history, etc.	Funding in place, advertised Teacher hired		AEAC and AEVP
2. Continue Gr. 4 in-service on the Athapaskan Unit	Funding in place		
3. Continue supporting Doig Days, and other school-based activities	Funding in place		
4. Investigate the feasibility of a “Land- based” Aboriginal curriculum	Research programs as Rediscovery		
5. Keep PRNTA, AO, Board Office, & SD#60 informed of progress	Communication ‘network’ established		

### **Implement Aboriginal language in our school system**

<b>Objective #2 ~ Strategies</b>	<b>Actions</b>	<b>Status</b>	<b>Responsibility</b>
1. Promote a Aboriginal language in a school	Pilot a language program in a rural school with a high number of Aboriginal students		AEAC and AEVP

### **In-service teachers on Aboriginal content to be implemented in their classrooms**

<b>Objective #3 ~ Strategies</b>	<b>Actions</b>	<b>Status</b>	<b>Responsibility</b>
1. Increase Aboriginal staffing in SD#60 – at ALL levels	Work closely with SD No. 60 hiring committee		PRNTA and AEVP
2. Promote Aboriginal Awareness	Offer Aboriginal relevant information on Pro-D days Compile a list of Aboriginal ‘Best Practices’ – provide in-services Maintain updated Aboriginal focused resource library at FNEC and promote to use of the resources AEC staff assist teachers by helping teach specific Aboriginal topics		
3. Strengthen Aboriginal community partnerships	Take teachers out to reserves for Inservices Bring Aboriginal presenters into the classroom		

### **Work with AHCOTE to include Aboriginal content, awareness, and history into their program**

<b>Objective #4 ~ Strategies</b>	<b>Actions</b>	<b>Status</b>	<b>Responsibility</b>
1. Promote Aboriginal Awareness	Have discussions with AHCOTE to include more local Aboriginal content into their program Provide opportunities for inservice		AEVP and Board Office

**GOAL 3: ACADEMICS**

TARGETS: Baselines will be determined and targets established during the first year of this Agreement

**Improve literacy achievement of all Aboriginal learners**

<b>Objective #1 ~ Strategies</b>	<b>Actions</b>	<b>Status</b>	<b>Responsibility</b>
1. Continue to support ARIP – including financially	Funding in place		School District Literacy Team and AEVP
2. Include culturally relevant reading and writing topics in LA programs K-12	Aboriginal content posted		
3. Liaison with Moms & Tots and Mother Goose Programs	Commit staffing time to liaison		
4. Liaison with Aboriginal Head Start	Commit staffing time to liaison		
5. Continue to separate Aboriginal data and share this data more widely for planning purposes	Share data regularly at AO meetings Include data in School Planning Days and in SIP's		

**Improve numeracy achievement of all Aboriginal learners**

*TARGETS: Baselines will be determined and targets established during the first year of the Agreement*

<b>Objective #2 ~ Strategies</b>	<b>Actions</b>	<b>Status</b>	<b>Responsibility</b>
1. Increase numeracy success	Participate in the School District Numeracy Team		School District Numeracy Team and AEVP
2. Survey schools to determine the needs with respect to numeracy for Aboriginal students and set aside appropriate funds	Survey analyzed Funds set aside		
3. Continue to separate Aboriginal data and share this data more widely for planning purposes	Data shared regularly at AO meetings Data included in School Planning Days and in SIP's		

**Make Aboriginal students are more aware of the educational opportunities available to them.**

*TARGETS: Baselines will be determined and targets established during the first year of the Agreement*

<b>Objective #3 ~ Strategies</b>	<b>Actions</b>	<b>Status</b>	<b>Responsibility</b>
1. Create awareness of the various educational programs available in SD#60 via information sessions at Jr. & Sec. to students and parents	Host information sessions		ASSWs and School Counselors
2. Develop a mentorship program for Aboriginal students participating in the various programs – a ‘buddy system’ and adults to help transitional problems	Develop program		
3. Workshops for Aboriginal parents and/or youth on educational issues	Workshops designed and offered – in consultation		

## APPENDIX B

### CHALLENGES

Some of the challenges School District No.60 and the Aboriginal communities face in the education of Aboriginal students include:

- How do we keep the ‘spirit and intent’ of this Enhancement Agreement alive from community needs, to this document, to the classrooms, and ultimately to the students?
- How do we embed this document into SD#60?
- Respect the diversity amongst our Aboriginal communities can be complicated
- The educational system recognizing the emotional pain of many, not all, of the Aboriginal students live with, and its’ impact upon their ability to be successful in school
- Identifying early support, recognizing many of the Aboriginal children are not prepared for school, consequently needing a special learning environment
- Educating from a holistic perspective

### ACRONYMS

ABORIGINAL Education Advisory Council	AEAC
Aboriginal Education Centre	AEC
Aboriginal Education Vice-Principal	AEVP
Aboriginal Student Support Workers	ASSW
Peace River North	PRN
Peace River North Teacher’s Association	PRNTA
School District No. 60	SD#60
School District No. 60 – School Board	Board
Aboriginal Reading Intervention Program	ARIP
School Improvement Plans	SIP’s
Administrative Officers	AO
Alaska Highway Consortium on Teacher Education	AHCOTE