



School District No.59 (Peace River South)

June 21, 2021



**INDIGENOUS
EDUCATION
ENHANCEMENT
AGREEMENT
(IEEA)**



School District No. 59 (Peace River South)

Dawson Creek Indigenous Education Advisory Council

Chetwynd Indigenous Education Advisory Council

MEMORANDUM OF UNDERSTANDING

BETWEEN:

Dawson Creek and Chetwynd Indigenous Education Advisory Council

AND:

School District No. 59 (Peace River South)

Working together in harmony, trust and mutual collaboration with respect and honour for all Indigenous peoples, we will develop culturally appropriate and meaningful structures, actions, policies, programs and services for the benefit and success of all Indigenous learners. As partners, we jointly recognize our collective responsibility for the success of all Indigenous learners attending public schools in School District No. 59 (Peace River South). We, the undersigned agree to the terms of this Indigenous Education Enhancement Agreement. This Agreement is in effect from July 1, 2021 to June 30, 2026.

Dated in Dawson Creek, BC on the 21st day of June 2021.



Danica Spittal
Acting Chairperson IEEA
Dawson Creek, BC



Fiona Groves
Acting Chairperson IEEA
Chetwynd, BC



Christy Fennell, Superintendent
School District No. 59 (Peace River South)



Travis Jones, Trustee - Dawson Creek
School District No. 59 (Peace River South)



Christal Hillton, Trustee - Chetwynd
School District No. 59 (Peace River South)

GUIDING PRINCIPLES

Success

Relationships

Culture

All Indigenous students need to believe they can be successful, proud, confident, independent, fully involved learners. This is achieved with a strong sense of belonging, respectful mutual relationships where Indigenous ways of being and doing are deeply embedded into daily curriculum. This ensures the opportunity to graduate with a sense of purpose, dignity and options.

Educators will uphold high expectations in the areas of attendance, academics, social and career development.

The values and cultural beliefs of Indigenous students and their families need to be understood, respected, valued and shared. This understanding will provide the conditions that will lead to success.

We can engage each student by having them participate in planning their learning through a grade or graduation goal setting process that provides educators with information they can include in the student's classroom experience. The graduation coach mission is to ensure successful transitions, provide comprehensive intervention or prevention and ensure students receive timely resources they need to be successful.

We can engage educators by having them participate in creating classroom instructional plans through a collaboration process with a focus on Indigenous student achievement. The classroom profiles drive the instructional plan using a Response to Intervention (RTI) approach that links student goals. This collaborative planning that gets revisited up to eight times per year, lends itself to a high expectation of respect and acceptance of student individual strengths and learning needs.

This is our fourth Enhancement Agreement. Since our last IEEA Agreement in 2016, we have completed a phase-in plan to implement a Relationship Based Learning context that is enhancing the system, and school capacities that leads to improved achievement for Indigenous students. We have seen an incline of Indigenous student achievement using a variety of data sources including literacy scores, Foundational Skills Assessment results, report cards and graduation rates.

Collaboration between teachers with a focus on the needs of Indigenous learners impacts both Indigenous student achievement and a positive culture in the classroom. While simultaneously engaging Indigenous students in grade and grad coaching giving students the power to choose their pathways, provides lifelong skills and knowledge on cause/effect while emphasizing choice/consequence.

For the purpose of this agreement, this is a summary of success, relationships and culture defined by the Indigenous Education Advisory Councils.

1. PREAMBLE

We would like to acknowledge that School District No. 59 resides on Treaty 8 Territory.

The Indigenous communities of School District No. 59 (Peace River South) represented by members of the Indigenous Education Advisory Councils guide and approve the development and implementation of this Indigenous Education Enhancement Agreement. Through a year-long consultation process with both councils, the vision and spirit of this agreement is to improve the educational performance and sense of belonging for each Indigenous learner within the school district's jurisdiction.

School District No. 59 (Peace River South) recognizes and honours the historical and critical importance Indigenous peoples place on understanding the value of their history and culture. We also recognize that culture is not static, it continually changes. Further we recognize the importance of Indigenous people feeling pride in who they are, feeling accepted, valued and understood. Indigenous learners and family members feel a need to see their world represented in classrooms throughout the district. Indigenous learners are unique, as each differs in learning styles, beliefs, customs, traditions, political views, and cultural backgrounds. Being Indigenous does not entirely define the student.

School District No. 59 (Peace River South) supports the Indigenous community's commitment to the achievement of its children and the desire to receive educational benefits to fulfill personal and professional goals. In addition, this Indigenous Education Enhancement Agreement acknowledges and honours the vital role played by representatives of each school, agency and band who bring forward the interests and needs of Indigenous students and families.

School District No. 59 (Peace River South) and the Indigenous communities acknowledge the collective responsibility for the success of each Indigenous learner. With the guidance from the Indigenous Education Advisory Councils, School District No. 59 (Peace River South) will maintain a close working relationship with the Indigenous community. Recommendations from the Council and from individual student data information collected will result in a process whereby student success is measured and improved over the time frame of this agreement.

In respect and honour of all Indigenous peoples, we intend, with their participation, guidance and wisdom, to keep the success of each Indigenous learner a priority.

Definition: for the purposes of this Agreement the term "Indigenous" includes First Nations (Status and Non-Status), Métis and Inuit.

2. PURPOSES

The purposes of the Indigenous Education Enhancement Agreement are:

- To improve the overall academic achievement of each Indigenous student.
- To ensure each Indigenous student has the best possible opportunity to graduate with a sense of purpose, dignity and options.
- To affirm that each student feels respected, understood, accepted and valued.
- To build strong relationships and improve communication between all stakeholders.

3. Performance and Goals

The performance areas selected for improvement are those where there is assurance that the data can be:

- Tracked with integrity and authenticity.
- Tracked over time.
- Used to guide the design and implementation of effective teaching strategies.
- Used to monitor the culture of school community and the impact on Indigenous students.

Goals

- 1. Increase social awareness and understanding of Indigenous history and backgrounds to create a strong sense of belonging for students and families.**
- 2. Work collaboratively with students, families, community members, bands and outside agencies to create strong relationships and improve communication to support success for Indigenous students.**
- 3. Through the Relationship Based Learning framework we will continue to support and enhance student engagement that leads to success in each student's learning.**

APPENDIX I – Strategies

This list includes several expected intended strategies that will be used to carry out the IEEA. However, based on each school's culture and student data, individual schools can also determine which strategies to use from the menu of strategies.

The list is not exhaustive and new strategies could evolve.

Expected Intended Strategies to meet all Goals:

- Coach Mentors, in collaboration with school administration, to provide an annual school staff orientation in each school on the purpose and content of the Indigenous Education Enhancement Agreement and the Relationship Based Learning framework in September.
- Coach Mentors in collaboration with school administration provide an annual staff orientation in each school on the purpose and roles of Indigenous Education staff.
- Keeping Indigenous Education at the forefront, administrators will ensure coach mentors have an allotted time on the agenda at each staff meeting.
- Support classroom teachers in the use of Restorative Practices and Relationship Based Learning.
- Administrators to ensure Indigenous protocol is recognized at assemblies and school gatherings.
- Coach Mentors will connect through phone, person or email with every parent or guardian of each Indigenous student by the end of September.
 - Introduce staff and supports offered.
 - Explain the role and responsibilities of Indigenous Education staff.
- Grade/Grad Coach/Coach Mentor in each school.
- Ensuring each student has a signed program participation form.
 - Forms will follow students from K-12.
- First goal setting to be completed for all Indigenous students no later than November 15th.
- All elementary teachers to have completed Term 1 Classroom Profiles no later than October 31st.
- Coordinate with school staff to actively acknowledge and plan for dates and events important to Indigenous people.
 - September 30 – Orange Shirt Day
 - November 16 – Louis Riel Day
 - Moosehide Campaign – Standing Up Against Violence
 - May 5 – Missing and Murdered Indigenous Women, Girls, and 2-Spirit (MMIWG2S)
 - June 21 – National Indigenous Peoples Day
- Maintain a district leadership role specific to Indigenous Education.
- Indigenous Education department staff to participate in on-going training in Restorative Practices, Grade/Grad Coaching, Coach Mentoring, Relationship Based Learning, and Framework for Understanding Poverty.
- District staff will have opportunity to participate in on-going training in Restorative Practices, Relationship Based Learning and A Framework for Understanding Poverty.

- Share and incorporate First Nations Education Steering Committee (FNESC) and British Columbia Teacher's Federation (BCTF) best practices with staff.
- Secondary coach mentors to expose Indigenous students to various regional, provincial and national Indigenous organizations (Metis Nation BC, NENAS & Indspire)
- Share and work collaboratively with administrators and school staff to incorporate Truth and Reconciliation Commission of Canada (TRC) recommendations.
- Posted visual representations of the Enhancement Agreement in every school.
- Maintain a Treaty 8 acknowledgement sign in each school district building.
- Family School Liaison workers to actively consult with Indigenous families.
- Secondary Grad Coaches working in collaboration with school counsellors to enhance students, parents and guardians, awareness of the graduation path, dual credit options, scholarships, bursaries, and post-secondary options.
- Enhance communicating to students and families secondary course options and descriptions.
- In Grade 10, Indigenous Education staff will assist students in obtaining important documents: birth certificate, driver's license, SIN, resumes, Treaty cards, Status cards, MNBC citizenship and opening a bank account.

Goal 1

Intended strategies and measurable Indicators

Increase social awareness and understanding of Indigenous history and backgrounds to create a strong sense of belonging for students and families.

Rationale:

We believe when Indigenous students and families know that their cultural and historical backgrounds are valued, understood and respected in their school, they will be active participants/partners in the learning environment.

We also believe a focus on developing positive meaningful relationships creates trust, confidence and engagement.

Measurable Indicators:

- Student voice through personal narratives (face-to-face interviews)
- Family voice through personal narratives
- Anecdotal data
- Attendance data
- Learning survey
- Schools have visual representation of local and national Indigenous cultures
- Student/family participation in extracurricular activities and events
- Indigenous parents on the Parent Advisory Council (PAC)
- Student surveys on core competencies – self assessment

Menu of Strategies

- Support classroom teachers in infusing relevant local Indigenous content into curriculum K-12.
- Collaboration between Chetwynd school administrators, coach mentors, Saulteau First Nations and West Moberly First Nations Education Departments.
- Collaborate with staff to create opportunities on better understanding treaties and the Indian Act.
- Encourage a team collaborative approach for ensuring relevant resources are in schools.
- Promote a team collaborative approach to professional development training for staff.
- To encourage and support use of Restorative Practices as a means of participatory learning and decision making about positive behavior.
- Support and encourage teachers in inviting the participation of positive role models throughout the year for special events and activities: guest speakers, elders, cultural performances and cultural demonstrations etc.
- Local cultural representations are visual at all schools.
- Work collaboratively with administrators to encourage Indigenous parents to participate in Parent Advisory Councils.
- Encourage classroom teachers to use outdoor learning opportunities.

Goal 2

Intended strategies and measurable indicators

Work collaboratively with students, families, community members, bands and outside agencies to create strong relationships and improve communication to support success for Indigenous students.

Rationale:

We believe a strong collaborative approach will strengthen academic success.

Year One *

To strategically collaborate and communicate with students, families and community partners to address the needs and supports due to the COVID 19 pandemic.

Measurable indicators:

- Number of partners with outside agencies and bands
- Anecdotal data
- Student profiles
- Student goals
- Attendance data
- Reciprocal parent communication
- Number of parents who participate on school committees, volunteer and attend parent meetings
- Number of parents who attend school events
- Parent Voice – face-to-face interviews
- Student Voice – narratives of student school experiences
- Number of visits to outside agencies and bands from schools
- Number of visits from outside agencies and bands to schools
- Parent representative on Indigenous Education Advisory Council

Menu of Strategies

- Assist Indigenous students and families to make informed decisions regarding their educational options, pathways, and opportunities.
- In collaboration with community, bands and agencies to develop a directory of local Indigenous role models.
- Opportunity for Saulteau First Nations Education Coordinator to work consistently at Chetwynd Secondary School.
- Support enhanced transitioning for Indigenous students.
 - Coach Mentors to collaborate with school staff on transitions.
 - Chetwynd elementary schools and Moberly Lake Elementary to engage in student interactions with all Grade 7 students as part of a transition model.
- Council members will meet a maximum of twice a year with all school principals and coach mentors to discuss strategies to meet goals and review progress.
- Collaborate with administrators to support school staff in developing a team approach in each school that involves parents, teachers and students.
- Collaborate with administration to clarify role of Indigenous Education staff.

Menu of Strategies continued – Goal 2

- Encourage recognition of Indigenous student success (academic and non-academic) through celebrations, awards, phone calls and newsletters, etc.
- Collaborate with staff to create opportunities for parents to meet school staff in welcoming environments.
- Provide opportunities for school staff to visit local bands, friendships centers and agencies.
- Encourage and invite Indigenous parents to become members of Parent Advisory Councils.
- Encourage and invite Indigenous parents and outside agencies to be a school or agency representative on the Indigenous Education Advisory Council.
- Create opportunities for all parents/guardians to become aware of the IEEA, student supports and staff roles.
- Encourage and invite Indigenous parents to fulfill a variety of parent roles at the school.
- Secondary schools to maintain a culturally safe and welcoming space for Indigenous students (Welcome Room).
- Collaborate with administrators and school staff to create opportunities and alternatives for students to catch-up due to COVID implications.

Goal 3

Intended strategies and measurable indicators

Through the Relationship Based Learning framework we will continue to support and enhance student engagement that leads to success in each student's learning.

Rationale:

We believe the Relationship Based Learning framework, using a strength-based approach, classroom profiles and the goal setting process will enable students and teachers to identify and use student strengths to create action plans that promote academic success and strengthen social emotional growth.

Measurable indicators:

- Student profiles
- Students who re-engage
- Track number of secondary teachers who volunteer to participate in classroom profiles
- Individual student goal setting data
- Classroom profiles developed focusing on Indigenous student learning needs
- Classroom profiles that drive instructional plans
- Report card data
- District data
- Provincial data
- Office referrals/suspensions data

Menu of Strategies

- Coach Mentors to collaborate with administration for schools to develop proactive strategies of open communication with parents through a variety of sources that could include school newsletters, social media, phone calls, informal and formal gatherings.
- Chetwynd Secondary school to work collaboratively with Sauleau First Nations and West Moberly First Nations to develop a yearly calendar of events.
- Maintain Indigenous student achievement awards and celebrations.
- Encourage and support educators in making random positive phone calls home.
- Coach Mentor to support teachers in incorporating RBL strategies.
- Indigenous Education support staff will provide a variety of literacy interventions for identified K-3 Indigenous students who are not yet meeting literacy expectations.
- Work in collaboration with the District to improve numeracy. Strategic specific training for elementary Education Assistants for numeracy interventions.
- Provide ongoing support for teachers in the BC curriculum regarding Indigenous learning and content.
- Support classroom teachers in obtaining relevant Indigenous resources.
- Investigate why students disengage or move out of district.
- Classroom profiles, grade and grad coaching and goal setting
- Ongoing/monthly coach mentor learning and sharing opportunities.
- Elementary Indigenous Education assistants will receive ongoing training in literacy interventions and culturally responsive strategies.

PERFORMANCE EVALUATION AND AGREEMENT REVIEW

ACKNOWLEDGEMENTS

All schools in District No. 59 (Peace River South), along with Indigenous agencies and First Nations, are invited in September of each year to have a seat on the Indigenous Education Advisory Council.

Listed below is the configuration for the 2020/21 school year.

Dawson Creek Indigenous Education Advisory Council Members

Cindy Balmforth	Community Member
Cindy Blayney	DCSS Central Campus
Serena Brent	Parkland Elementary
Taryn Garbitt	Tremblay Elementary
Monica Gardner	North East Native Advancing Society (NENAS)
Theresa Gladue	Northern Lights College
Jennifer Leroux	Community Member
Shelli Price	Canalta Elementary
Stacey Shaw	Crescent Park Elementary
Danica Spittal	DCSS South Peace Campus
Anna Stewart	Ecole Frank Ross

Chetwynd Aboriginal Education Advisory Council Members

Alex Canning	West Moberly First Nations
Iris Demontigny	Tansi Friendship Centre
Fiona Groves	Don Titus Montessori School
Charmaine Joseph	Chetwynd Secondary School
Cheri Koenig	Saulteau First Nations
Kayla McFeeters	Windrem Elementary
Audrey Norris	Saulteau First Nations

School District No. 59 (Peace River South) Representatives

Chetwynd

Dianne Bassendowski	Chetwynd Coach Mentor
Becky Borton	Chetwynd Trustee
Christy Fennell	Superintendent
Crystal Hillton	Chetwynd Trustee
Caron Jones	Indigenous Education Department
Patricia Tetz	Secretary

Dawson Creek

Christy Fennell	Superintendent
Elaine Fitzpatrick	Peace River South Teachers Association
Caron Jones	Indigenous Education Department
Travis Jones	Dawson Creek Trustee
Angie Johnsen	Secretary

School District No. 59 Coach Mentors

Chetwynd/Moberly Lake, BC

Dianne Bassendowski

Jody Bougerolle

Anneli Duncan

Michael Lukey

Ashley Tower

Tumbler Ridge, BC

Karen Edwards

Erica Sieber

Dawson Creek, BC

Amanda Bricker

Jeff Corcoran

Julie Hamilton

Trevor Heydens

Anita Kurjata

Catharine Leroux

Tanya Loncan

James McKechnie

Orycia Richer

Kristy Rose

Sue Wakeham

For the purpose of this agreement, regular monthly meetings were held.

In follow up IEEA years a minimum of eight meetings per year will be held, and dates will be determined by the Indigenous Education Advisory Councils.

“Our mission is to unite our community to encourage and support all Indigenous learners to reach their full potential.”

