



TS'ELXWEYEQW (CH-IHI-KWAY-UHK)

*Halq'eme'ylem Place Name for Chilliwack*



## INTRODUCTION

The Aboriginal Education Advisory Committee and School District #33 wishes to acknowledge and honour the history, governance and traditional territory of the Stó:lō people upon which we work and reside. The AEAC has been operating since 1994 and is evidence of the longstanding commitment and positive partnership that has been built between the Stó:lō First Nations and the Aboriginal community. The AEAC and the district adhere to the principle:

***We believe** that the education of Aboriginal students is the shared responsibility of the student, parent/guardian, family, community, school and school district. It is with this in mind that the Aboriginal Education Enhancement Agreement (AEEA) has been developed.*



*Aboriginal Education Advisory Committee members...*

*“Learning is embedded in memory, history, and story” - Principles of Learning, FNESE*

Chilliwack School District is located in the heart of Stó:lō Territory, which extends from Fort Langley to Yale. Of the twenty-four First Nations within the territory, ten First Nations are within the catchment of the Chilliwack District. Many Aboriginal nations, including Metis, are represented in the SD#33 student population.



Aitchelitz



Skwah



KwawKwawApilt



Soowahlie



Yakweakwioose



Cheam



Tzeachten



Shxw'ha:y



Squiala



Skowkale



SD#33



Metis

Community voice has been the focus in the development of the AEEA and the process has included ten community gatherings with parents/guardians and children, beginning with sharing a meal and childcare to follow. As well, an online survey was open to all parents, caregivers, public and school district staff.

The following themes emerged from the gatherings:

- Pride
- Sense of belonging
- Engagement
- Literacy and numeracy skills
- Graduating with real world skills
- Respect and understanding o culture
- Language
- Eliminate racism and stereotypes



## GOALS

1. To increase Aboriginal students/families/guardians belonging and engagement at school.
2. To continue to increase academic success of all Aboriginal students.
3. To continue to increase the respect and understanding amongst all students and staff of language, culture, governance and history of Stó:lō and ALL Aboriginal peoples.



***A revised curriculum will assist us to further achieve our Aboriginal Education Enhancement Agreement goals.***



*In the spirit of Truth and Reconciliation, the Chilliwack School District responds to the calls to action (in particular, #62i and #63i to iv) through our ongoing commitment to, and renewal of, our Aboriginal Education Enhancement Agreement.*



Priority	Improving student achievement and well-being through high quality instruction. ( <i>Instruction</i> )		
Goal	To continue to increase academic success for all Aboriginal students.		
Outcome/ Measure(s)	Description	Baseline Value	Target Value
	✓ Provincial Assessments	Current Provincial Assessments	*All Aboriginal students achieving at or above the All Students level on District and Provincial assessments.
	✓ Graduation Rates	Current District & School Graduation Rates	
	✓ District Literacy Assessments	RAD Gr. 3, 6, 8	
		PM Benchmarks Gr. 2, 3	
		SNAP Gr 2 - 7	
	✓ District Numeracy Assessment(s)		

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
<b>1. Evidence Based Literacy Practices</b> <ul style="list-style-type: none"> <li>Model and use evidence-based practices for literacy instruction ensuring First Peoples' Principles of Learning are incorporated into lesson plans.</li> </ul>	a) Collaborate within Learning Services and the Curriculum Department to create and develop resources to support literacy instruction (Lit Kits, Lit Circles)	Aboriginal Education Department / Curriculum Department	Spring 2017	Ongoing	<ul style="list-style-type: none"> <li>Teaching practices include Indigenous ways of Learning</li> <li>High quality instruction will be provided at all levels</li> <li>Interventions will be provided in a timely fashion (Tier 1 &amp; 2)</li> </ul>
<b>2. Evidence Based Numeracy Practices</b> <ul style="list-style-type: none"> <li>Model and use evidence-based practices for numeracy instruction ensuring First Peoples' Principles of Learning are incorporated into lesson plans.</li> </ul>	a) Collaborate within Learning Services and the Curriculum Department to create and develop resources to support numeracy instruction	Aboriginal Education Department / Curriculum Department	Spring 2017	Ongoing	<ul style="list-style-type: none"> <li>Teaching practices include Indigenous ways of Learning</li> <li>High quality instruction will be provided at all levels Interventions will be provided in a timely fashion (Tier 1 &amp; 2)</li> </ul>
<b>3. Ensure instructional practices reflect cultural diversity</b>	a) In-service, workshops, collaborative sessions, pro-d, conferences, to reflect the cultural diversity within our community b) In class, in school and district presentations to reflect the cultural diversity within our community	Aboriginal Education Department and Local Partnerships	Spring 2017	Ongoing	<ul style="list-style-type: none"> <li>Classrooms will reflect cultural diversity through use of resources, materials, displays</li> </ul>
<b>4. Ensure students are prepared for life beyond graduation</b> <ul style="list-style-type: none"> <li>All students involved in meaningful course selection</li> </ul>	a) Collaborate with the secondary school staff, parents and students regarding path to graduation b) Support parent and student course selection sessions	Aboriginal Education Department, School Aboriginal Education Staff, Work Experience Department, School Counsellors	Spring 2017	Ongoing	<ul style="list-style-type: none"> <li>Student course selection will be reviewed and analyzed yearly to ensure students have greater post graduate opportunities</li> <li>Regular review of secondary work experience/apprenticeship opportunities</li> </ul>



<ul style="list-style-type: none"><li>• All students provided opportunities to pursue their passions</li><li>• All students have equal opportunities to participate in career exploration and connection to post-secondary options</li></ul>	<ul style="list-style-type: none"><li>c) Continue our partnership with the Work Experience Department</li><li>d) Recognize student success at the Aboriginal Awards</li><li>e) Support student post-secondary exploration opportunities: UFV, UBC, and SFU...</li><li>f) Continue to provide Scholarships and Bursaries for graduates</li><li>g) Provide Work Experience credit for students involved in community cultural work</li></ul>				<ul style="list-style-type: none"><li>• All students will have access to career exploration and work experience</li></ul>
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Priority	Strengthening meaningful relationships within and across schools, district and community to support success for students. (Community/Culture)		
Goal	To increase Aboriginal students/families/guardians belonging and engagement at school.		
Outcome/ Measure(s)	Description	Baseline Value	Target Value
	✓ Increase the sense of meaningful connection between schools and adults	Student engagement survey baseline	Increase student engagement indicators
	✓ Satisfaction survey results	Develop District Measure	
	✓ Student attendance	Current Data	
	✓ Student transition	Current Data	

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
<b>1. Aboriginal Enhancement Agreement</b> <ul style="list-style-type: none"> <li>Continue to focus on developing partnerships with the local community (on and off reserve)</li> </ul>	a) Support Programs: Longhouse Extension Program, Steqoy:e Aboriginal Mentorship, with local First Nations, Metis, Community Services, University of the Fraser Valley, NITEP	Aboriginal Education Department / Community	Spring 2017	Ongoing	<ul style="list-style-type: none"> <li>AEEA will be shared with local First Nations and community</li> </ul>
<b>2. Increase parent participation and voice in schools</b>	a) Facilitate parent and community gatherings: school and district hosted, PALS, cultural celebrations, grants, FN student engagement with extra-curricular b) Increased opportunity for parents to volunteer c) Continue to explore ways to expand our communication methods with parents ie: social media, emails, texting	Aboriginal Education Department  Schools	Spring 2017	Ongoing	<ul style="list-style-type: none"> <li>Increased Aboriginal parent participation and choice in schools</li> <li>Satisfaction survey will show higher level of Aboriginal parent participation</li> </ul>
<b>3. First Nation Local Education Agreement</b> <ul style="list-style-type: none"> <li>Review the agreements with the local First Nations</li> </ul>	a) Support the Trustee and First Nation Chiefs and Council annual Leadership meeting b) Review on an annual basis	Aboriginal Education Department  Board of Education	Fall 2017	Annual review	<ul style="list-style-type: none"> <li>Local Education Agreements will include community voice</li> </ul>



Priority	Enhancing the culture, climate and learning environment to promote a sense of belonging, diversity, well-being and safety.		
Goal	To increase the respect and understanding of Language, Culture, Governance and History of Stó:lō and all Aboriginal Peoples for all students and staff.		
Outcome/ Measure(s)	Description	Baseline Value	Target Value
	✓ Graduation Rates	Current Date (2015/16)	*All Aboriginal students achieving at or above the All students level on District and Provincial assessments.
	✓ Transitions	See appendix	
	✓ EFP, FNS participation rates		
	✓ Participation in Halq'eme'ylem language courses		

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
<b>a) Ensure the goal(s) of the AEEA are incorporated into all school growth plans</b>	a) Provide support and needed resources for all schools to meet their growth plan goals.	Aboriginal Education Department / Schools	Fall 2017	Ongoing	<ul style="list-style-type: none"> <li>All school growth plans will include AEEA goals</li> </ul>
<b>b) Professional Development and In-Service</b> <ul style="list-style-type: none"> <li>Ensure all staff have access to meaningful professional development and in-service to enhance understanding of culture, language, governance and history.</li> </ul>	a) Continue to be a part of the district pro-d committee to plan for Aboriginal content workshops and cultural learning opportunities. b) Continue to organize and support staff to attend Aboriginal focused conferences: FNEESC, Aboriginal Support Staff Conference, Metis Conference...	Aboriginal Education Department / Curriculum Department	Spring 2017	Ongoing	<ul style="list-style-type: none"> <li>All staff will have multiple opportunities to attend learning sessions focused on Aboriginal culture, law, governance and history</li> </ul>
<b>c) Promote and support Aboriginal content courses across all middle and secondary schools</b>	a) English First Peoples b) First Nation Studies	Aboriginal Education Department / Schools	Fall 2017	Ongoing	<ul style="list-style-type: none"> <li>All students will have the opportunity to take a Aboriginal focused course</li> </ul>
<b>d) Halq'eme'ylem Language Instruction</b> <ul style="list-style-type: none"> <li>Increase the number of students successfully completing Halq'eme'ylem Language courses</li> </ul>	a) Continue to offer Halq'eme'ylem Language instruction at all school sites b) Pursue options for providing meaningful, ongoing Halq'eme'ylem language instruction	Aboriginal Education Department / Schools	Spring 2017		<ul style="list-style-type: none"> <li>Increase in opportunities for students to learn Halq'eme'ylem</li> </ul>