



## 2020 - 2025 Indigenous Enhancement Agreement

November 24, 2020

### **PURPOSE:**

The 2020 West Vancouver Indigenous Enhancement Agreement (IEA) was developed to guide decision-making that will ensure Indigenous student success. The IEA was developed by the West Vancouver Indigenous Education Advisory Council (WVIEAC), with input and support from our WVS partner groups. The council is made up of a WVS Trustee, an elected member of Skwxwú7mesh Council, the Director of Skwxwú7mesh Nation Education, Employment & Training, a Skwxwú7mesh parent, an Indigenous parent, a Skwxwú7mesh WVS student, an Indigenous WVS student, a West Vancouver Administrators Association (WVAA) representative, a West Vancouver Teachers Association (WVTA) representative, and two WVS District Leadership Team members. The committee met throughout the 2019-2020 school year to envision, refine, and develop three guiding goals:

**To use Indigenous Ways of Knowing and Perspectives to inform and empower our teaching, learning and decision-making.**

**To enhance student success by facilitating transitions and pathways throughout the K-12 Journey.**

**To create a sense of space and belonging for Indigenous students that is inclusive to all.**

This agreement commits West Vancouver Schools to continue to develop ongoing partnerships to ensure the success of all First Nations, Métis, and Inuit students attending school in the West Vancouver School District. This Indigenous Enhancement Agreement is a living document that offers direction for the parties, as they work together to provide the finest possible learning opportunities for our students. We strive to work together with mutual respect for one another, and a combined commitment to enhance the educational opportunities and experiences for our students.

On November 23, 2020, the West Vancouver Indigenous Education Advisory Council gifted and presented the 2020-2025 WVS Indigenous Education Enhancement Agreement to the WVS Superintendent of Schools Chris Kennedy, and WVS Board Chair Carolyn Broady, to guide future decision-making ensuring Indigenous student success, to furthering our understandings and actions of Truth and Reconciliation, and to cement our commitments and relationships with our Indigenous partners.

### **PROCESS:**

Throughout the 2019-20 school year, the WVEAC met to develop the 2020-2025 Enhancement Agreement goals. The process began by revisiting the previous Enhancement Agreement goals and reflecting on the successes, challenges, and future opportunities. The committee then participated in a series of facilitated activities and discussions designed to focus, refine, and develop three guiding goals and directions. These draft goals were shared with our WVS Indigenous Circle Committee, made up of teachers, administrators, Indigenous Success teachers, our Skwxwú7mesh Nation Elder Advisors, and members of our District Leadership Team, for input and feedback. The WVS Indigenous Circle Committee worked to articulate Indicators of Success from the student, family and school perspectives. These indicators act as benchmarks from which to measure future success and progress.

In the fall of 2020, the IEA was reviewed and further refined by a number of our WVS partner groups before being officially being enacted by the WVEAC. Although an Enhancement Agreement is no longer a provincial requirement, we feel it is a meaningful process, and are excited that this important agreement represents our combined commitment to support our students and families.

### **GOALS:**

The Indigenous Enhancement Agreement is designed to enhance the educational success of our First Nations, Métis, and Inuit students, and will focus on three main goals to ensure that our students are supported intellectually, culturally, and emotionally.

**To use Indigenous ways of Knowing and Perspectives to inform and empower our teaching, learning and decision-making.**

### **Sample Indicators of Success – Students:**

- Students will be able to articulate and understand Indigenous Ways of Knowing and Perspectives.

- Students will have an understanding of the Skwxwú7mesh Nation History and Culture.
- Indigenous students will be proud to share their knowledge, culture and perspectives.
- Indigenous students will have a voice in decision-making, language and culture.

#### **Sample Indicators of Success - Families:**

- Indigenous parents/guardians will feel welcome in our schools and will have a voice in decision-making, language and culture.
- Families will experience Indigenous cultures, places, and spaces in our schools.
- School events and structures will acknowledge and promote Indigenous cultures and perspectives.

#### **Sample Indicators of Success - Schools/School District:**

- Schools / school district will fully implement the BC Curriculum and Indigenous Knowledge and Perspectives throughout the curriculum in a thoughtful and respectful way.
- Schools / school district will continue to focus professional development opportunities on Indigenous World Views, perspectives and understandings, including Skwxwú7mesh history, language and culture.
- Schools / school district will continue to increase access to quality resources that heighten awareness of Indigenous cultures and traditions for all staff and students at our schools.
- Schools / school district will continue the exploration of Indigenous courses and language opportunities.
- Schools / school district will work closely with the Skwxwú7mesh Nation Education, Employment & Training and Language & Culture Departments.
- Schools / school district will ensure the West Vancouver Board of Education receives regular updates throughout the year and invite trustees to attend activities undertaken in our schools and classrooms designed to enhance education for our Indigenous students.

**To enhance student success by facilitating transitions and pathways throughout the K-12 Journey.**

#### **Sample Indicators of Success – Students:**

- Indigenous students will receive additional support as required when transitioning throughout the K-12 journey.
- Indigenous students will have the opportunity to receive extra cultural and language support and experiences.

- Indigenous students will receive targeted academic support in numeracy, literacy, and social emotional learning.
- Students will have access, connections, and space to realize pathways to local opportunities to inspire hope for the future.
- Indigenous student graduation rates will continue to improve.
- Indigenous students will experience successful transitions from WVS to post-secondary opportunities.
- Indigenous students will feel comfortable asking for support.
- Indigenous students will have the opportunity to mentor and be mentored by other Indigenous students.
- Indigenous student attendance will remain high.
- Indigenous students will continue to achieve academic and social emotional success.

#### **Sample Indicators of Success – Families:**

- Families will be partners in their child’s educational journey.
- Families will receive regular and frequent communication with our schools.
- Families will be informed and engaged in all aspects of the K-12 Journey.

#### **Sample Indicators of Success – Schools / School District:**

- Schools will foster and build strong home/school partnerships.
- Schools will develop and maintain healthy relationships with families.
- Schools will use data to support and target student support.
- The district will ensure staffing levels meet the needs of Indigenous students.
- Schools / school district will work closely with the Skwxwú7mesh Nation Advocates.
- Schools / school district will work closely with the Skwxwú7mesh Language & Culture Department.
- Schools / school district will ensure counsellors and success teachers are aware of students with Indigenous ancestry and ensure they receive appropriate levels of support.

**To create a sense of space and belonging for Indigenous students that is inclusive to all.**

#### **Sample Indicators of Success – Students:**

- Indigenous student attendance and sense of belonging will continue to improve.
- Indigenous students will feel that school is a welcoming, inclusive and supportive space and place that values their cultures and experiences.

- Students will experience and learn through authentic acknowledgments, ceremonies and cultural activities designed to infuse and teach about Indigenous cultures and perspectives.

**Sample Indicators of Success - Families :**

- Indigenous families will feel welcome in WVS Schools.
- Indigenous parents/guardians will attend school events, meetings and PAC meetings.
- Indigenous parents/guardians will be seen as resources with respect to Indigenous world views and cultures.
- Indigenous parents/guardians will have opportunities to meet, provide feedback and participate.

**Sample Indicators of Success – Schools / School District:**

- The school district will create a WVS Indigenous Success Centre - a space for our Indigenous Success teachers, parents, students, meetings and events.
- The school district will create a Tel'Tewit - West Wind Canoe Shed - a space that will act as a place for outdoor gatherings, events and ceremonies.
- Schools will continue to develop Indigenous spaces, outdoor classrooms, gardens, and spaces that honour Indigenous cultures.
- Schools will work to ensure they create a sense of space and belonging for Indigenous students that is inclusive to all.

## **Acknowledgment**

We are grateful to our First Nations partners, friends, students, and families who have guided this journey. Their shared thoughts, knowledge, and experience helped develop this IEA in order to further support students in achieving their best and foster wellness of spirit, body, and mind.

We would like to thank and acknowledge the following for their work, guidance, and voice in the development of our 2020-2025 WVS Indigenous Enhancement Agreement.

### **Chen kw'en mantúmi**

#### **West Vancouver Indigenous Education Advisory Committee**

- Sheelah Donahue – WVS Trustee
- SYETÁXTN, Chris Lewis – Elected Member of Skwxwú7mesh Council
- Paul Wick – Skwxwú7mesh Nation Education Department member
- KÁTXELACHA, Brandon Darbyshire-Joseph - Skwxwú7mesh parent
- Gina Cook – Indigenous parent (Metis)
- Coral Sam – Grade 11 Student Rep - Skwxwú7mesh
- Hoai Irish – Grade 12 Student Rep - Oneida of the Thames, Part of the six Nations of the Iroquois - Haudenosaunee confederation
- Steve Rauh, Principal of WVSS – WVAA representative
- Stephanie Langlois, teacher at Rockridge – WVTA representative
- Liz Hill, Director of Instruction – WVS DLT Member
- Ian Kennedy, Director of Instruction – WVS DLT Member

#### **West Vancouver Elder Advisors**

- Sahplek , Bob Baker – West Vancouver Elder Advisor
- Yeltsilewet, Faye Halls – West Vancouver Elder Advisor

#### **Skwxwú7mesh Nation Advocates**

- Cherie Baker – Skwxwú7mesh Nation Advocate
- Vanessa Small Legs – Skwxwú7mesh Nation Advocate
- Lisa Newman – Skwxwú7mesh Nation Advocate

#### **West Vancouver Indigenous Success Teachers**

- Carol Langley - West Vancouver Indigenous Success Counsellor
- Jada Harry - West Vancouver Indigenous Success Teacher

#### **West Vancouver Indigenous Circle Participants**