

# **3Nations**

Tahltan, Kaska and Tlingit)

and

# **School District # 87**

(Stikine)

## **Partnership Agreement**

(February 27, 2018)

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## 3-NATIONS AND SCHOOL DISTRICT 87 EDUCATION PARTNERSHIP AGREEMENT

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### 1. VISION

A sustainable partnership between the 3-Nations and School District 87 to achieve proud, successful, culturally vibrant communities engaged in life-long learning.

### 2. PARTNERSHIP DEVELOPMENT

The Kaska, Tahltan, Tlingit Nations and School District 87 acknowledge their sacred and shared responsibility for the care and learning of children and families.

A new wholistic and community based approach requires full commitment and accountability by all partners in order for all children, to realize their potential and have the success they deserve. The School District, Nations, and communities are ready for this commitment.

The responsibility for students to attain the success they deserve is the owned responsibility of the entire community, Nation and region.

A cornerstone of this new partnership is to collectively address long-standing barriers and act on coordinated joint-solutions.

### 3. PURPOSE

This framework provides the mandate to develop the action plans, activities, monitoring tools and resources required to achieve our shared vision.

### 4. OBJECTIVES

Our objective is to encompass a wholistic approach that enhances the learning success, protects and strengthens the unique cultural identity, and supports the wellness of the whole child.

To do this, the partners will establish structures and processes that:

- Develop a responsive learning environment that is culturally relevant for children at all stages;
- Utilize community networks to support the school in meeting the needs of families;
- Nurture and promote effective communication between family, school and community;
- Welcome, promote and encourage community engagement and involvement in the education of children;
- Support the successful transition from high school into career and post secondary education;

## 5. DESIRED OUTCOMES

- ❖ Increased sense of confidence and pride within our children and communities;
  - High levels of respect and empathy demonstrated between school community members
  - School systems of accountability in line with First Nation's ways of knowing
  - Increased sense of prestige as evidenced by interviews with students
  - Increased competence in one's ancestral language
  - First Nations ways of knowing integrated across the curricula
  - A K-12 scope and sequence for cultural knowledge for all students
  - Frequent opportunities to display pride in one's ancestry
  
- ❖ Increased community engagement and involvement in life-long learning;
  - All students frequently exposed to culturally relevant experiences
  - All students exposed to experiences that facilitate living in the Stikine
  - Community members visible in the educational lives of children assisting with their learning
  
- ❖ Evidence of increased education success;
  - Dogwood Graduation rates consistently above the provincial average
  - Improved overall academic performance as evidenced by a range of assessments
  - Increased attendance rates for all grades with student attendance rates of 90% or better
  - Increased levels of self-regulation by students
  
- ❖ A collaborative approach to early childhood development;
  - All preschool aged children able to access quality early childhood programs
  - Increased school readiness as evidenced by an early development indicator
  
- ❖ Increased collaboration between the SD 87 and the 3 Nation service providers;
  - Quick and effective community responses to children and families in need
  - First Nation's ways of knowing integrated into all curricular areas
  - Opportunities for academic support for students outside of the school within the greater community
  
- ❖ Enhanced curriculum which includes relevant cultural components for all grades;
  - Frequent opportunities to display pride in one's ancestry
  - All students frequently exposed to culturally relevant experiences
  - All students exposed to experiences that facilitate living in the Stikine
  - First Nations ways of knowing integrated into curricular areas
  
- ❖ Successful graduation from career and post-secondary education programs;
  - Annual orientation to post-secondary institutions
  - Successful transition to post-secondary as evidenced by first and second year completion rates

## 6. ACCOUNTABILITY

Tahltan, Kaska and Tlingit Nations are responsible for the wellbeing of their membership. Therefore, their involvement in education is critical to the success of their children.

School District 87 is responsible for delivering education services to students in the Stikine Region public schools as per the *School Act of BC*.

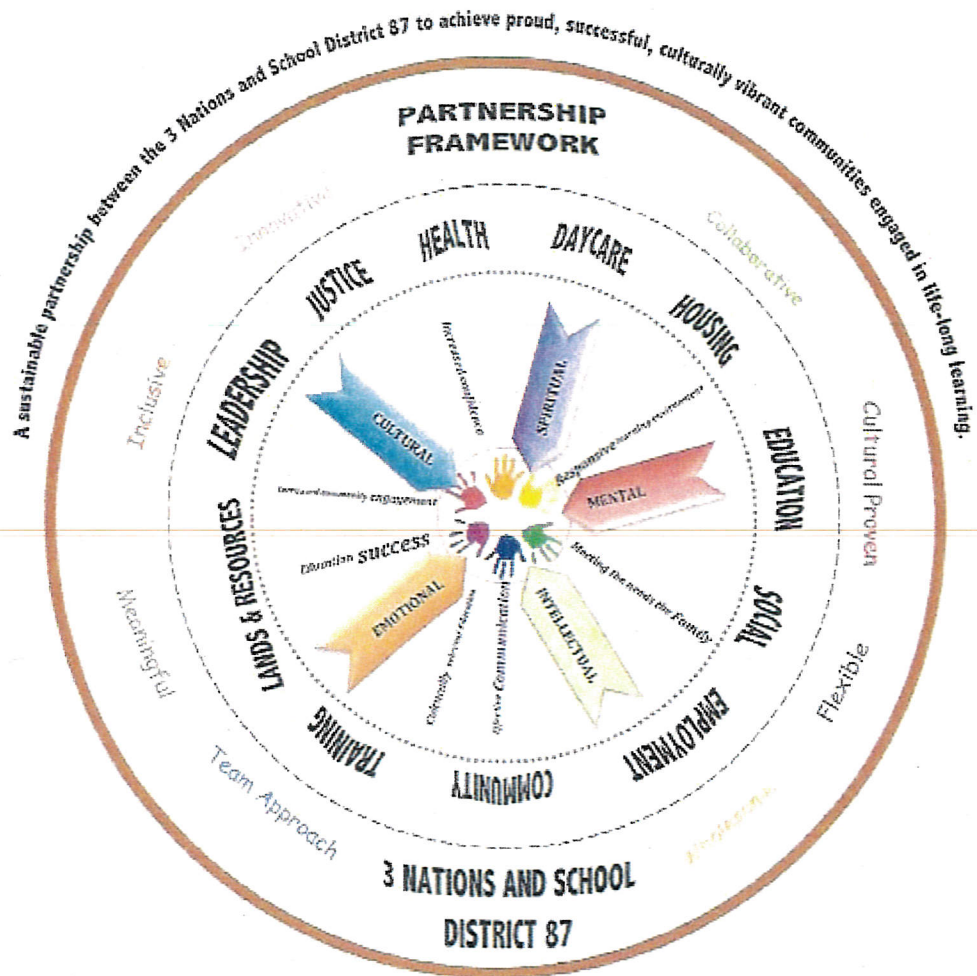
## 7. MEMBERSHIP

The partners include:

- 1.1. Daylu Dena Council
- 1.2. Dease River First Nation
- 1.3. Iskut Band Council
- 1.4. Kaska Dena Council
- 1.5. Tahltan Band Council
- 1.6. Tahltan Central Government
- 1.7. Taku River Tlingit First Nation
- 1.8. School District 87

## 8. GOVERNANCE STRUCTURE

The implementation of the collective vision and objectives is governed as follows:





### 8.1 Leadership Team

The Leadership Team's responsibilities are to ratify this Framework, strengthen the partnership and support the Community Based Teams to take actions that achieve the objectives of this Framework.

The Leadership Team will conduct its business as a board, receive an annual report, meet no less than once per year, and consist of the following 7 members:

- 1.1. Deputy Chief: Daylu Dena Council
- 1.2. Chief: Dease River First Nation
- 1.3. Chief: Iskut Band Council
- 1.4. Chair: Kaska Dena Council
- 1.5. Chief: Tahltan Band Council
- 1.6. President: Tahltan Central Government
- 1.7. Spokesperson: Taku River Tlingit First Nation
- 1.8. Board of Education Chair: School District 87

### 8.2 Proxy

In the event the designated Leader representing one of the Nations or School District is unable to attend a meeting, a proxy will be appointed by the Leader, who has written authority to make decisions on behalf of their community and/or organization.

### 8.3 Community Based Teams

The Community Based Teams are responsible for ensuring the achievement of the Vision, Purpose and Objectives of this partnership.

A lead administrator of each community (Executive Director, General Manager, Band Manager, Education Manager etc) and a school district administrator will co-manage the Community Based Team.

Agendas, work plans and actions will be based on the Objectives of this Framework.

The representatives are chosen based on their role and familiarity with education, social and community issues and proven ability to work collaboratively and build strong partnerships.

Knowledge keepers will be invited to the Community Based Team when required.

The Community Based Team will meet no less than 4 times per year.

9. CONFIDENTIALITY AND CODE OF CONDUCT

As leaders and community representatives there is an obligation and expectation to set an example by demonstrating high ethical and professional standards in their own conduct. This conduct must instill confidence and trust as it relates to this Framework.

Maintaining confidentiality around sensitive and personal information is critical to the integrity of the Kaska, Tahltan, Tlingit and School District.

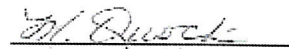
IN WITNESS WHEREOF, *the Parties hereby execute this Agreement Feb 27 2018*  
ON BEHALF OF THE KASKA, TAHLTAN AND TLINGIT NATIONS:



Deputy Chief Fred Lutz Sr.  
Daylu Dena Council



Chief Ruby Johnny  
Dease River First Nation



Chief Marie Quock  
Iskut Band Council



Chair George Miller  
Kaska Dena Council



Chief Rick McLean  
Tahltan Band Council

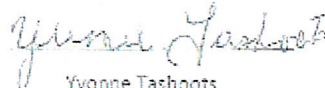


President Chad Norman Day  
Tahltan Central Government



Spokesperson Louise Gordon  
Taku River Tlingit First Nation

And  
ON BEHALF OF SCHOOL DISTRICT 87



Yvonne Tashoots  
Chair, School District 87