

School District 69 (Qualicum)

Aboriginal Education Enhancement Agreement

Preamble

This *Aboriginal Education Enhancement Agreement* (AEEA)¹ has been developed with the vision and spirit of enhancing educational performance. This Agreement will be implemented with the guidance and approval of the Aboriginal Communities to improve achievement of all Aboriginal learners within the School District's jurisdiction.

The First Nations' Education Advisory Committee (FNEAC) is made up of representatives from:

- A member from the Qualicum First Nation
- A member from the Nanoose First Nation
- Three elected Aboriginal parents (Off Reserve)
- A member from the Mount Arrowsmith Teachers Association (MATA)
- A member from the Qualicum District Principals and Vice-Principals Association (QDPVPA)
- A member from SD 69 (Qualicum) School Trustees Association

The Education Committee recognizes and honours the special relationship that exists with the First Nations in whose traditional territories we operate. We also recognize the historical and critical importance Aboriginal peoples place on the preservation of their culture and traditions. Therefore this Enhancement Agreement honours the special relationship with the people of the Qualicum, Nanoose First Nations and all other Aboriginal people living in District 69. This Agreement supports the commitment to the preservation of their culture and traditions as well as the improvement of the educational performance of First Nations Learners.

The FNEAC acknowledges the collective responsibility for the success of all Aboriginal learners enrolled in School District 69 (Qualicum). This Enhancement Agreement is developed within the context of the First Nations Education Program and Services provided by School District 69 (Qualicum). The AEEA will form part of each school's annual growth plan as well as to the District's performance agreement.

¹ **DEFINITIONS** –For the purposes of this agreement First Nations and Aboriginal are interchangeable and include; status and non-status First Nations, Metis and Inuit as defined in the Canadian Constitution 1982(Section 35). Aboriginal or First Nations students are students who have identified themselves as having Aboriginal Ancestry.

1. Purpose

The purposes of the School District 69 Qualicum *Aboriginal Education Enhancement Agreement* are:

- To improve the achievement of all First Nations students
- To increase the number of First Nations students completing Grade 12 with a Dogwood certificate
- To enhance First Nations students' understanding of their heritage, sense of belonging, and personal belief that they can be successful in British Columbia's public education system.

2. Performance Indicators and Performance Targets

School District and First Nations Program staff will:

- Establish baseline data for achievement of First Nations students in School District 69.
- Establish performance targets for three years commencing 2003/04. Note: Due to the small numbers of First Nations students, percentages may not be an adequate performance indicator target. Performance targets will include student numbers as well as percentages.
- Reassess, on an annual basis, Performance Targets. Consult with School District 69 staff, FNEAC and appropriate staff from the Ministry of Education responsible for Aboriginal Education to determine that the performance targets are reasonable and attainable.
- Report progress and data from the *Aboriginal Education Enhancement Agreement* in the School District 69 (Qualicum) Annual Report on First Nations Students.

3. Implementation

- The agreement will be implemented effective Sept 2003.
- Procedures will be developed to gather school-based data in order to monitor individual progress over time, as a complement to data provided by the Ministry.
- The goals of this Agreement will be integrated into the School District 69 (Qualicum) Performance Agreement as well as into each school's annual growth plan.

GOAL

To improve achievement of all aboriginal students

OBJECTIVES

1. To improve the sustained enrolment of Aboriginal students in school

PERFORMANCE INDICATORS

- School-based data collected 02/03
Enrollment data for elem., middle, secondary
(under development)

	Sept 30 2002	Feb 2003	June 2003	Sept 2004	Feb 2005	June 2005
Elem.	159					
Middle	118					
Sec.	151					

- Grade-to-grade transition data supplied by the SD 69 as well as the Ministry of Education
- Enrolment summary

	2001-02	2002-03	2003-04	2004-05
K	29	18		
Elem.	134 →	151		
Middle	105 →	118		
Sec.	143 →	140		
Totals	411	427		

Note: The biggest difference in transition is during the grade 9 to12 years. Students who do not move ahead a grade will often be reregistered at a grade level by their school. Baseline monitoring will be done by First Nations Staff in 03-04 year.

Grade	2001-02 #’ of students	2002-03 #’ of students
9 to 10→	35 ↘ → → → →	18
10 to 11→	31 ↘ → → → →	53
11 to 12→	50 ↘ → → → →	29

Summary analysis of grade to grade transition can be found in addendum 1

PERFORMANCE TARGET(S)

Desired Outcome:

→ 2003-2004: increase by __%
(under development)

→ 2003-2004: increase by __%
(under development)

(under development)

Monitor transition to maximize numbers of students reenrolling in appropriate grade levels and not leaving school.

Strategies:

- Continue to provide **on-going support** of students' academic, emotional and social development
- Establish academic and **attendance monitoring** procedures by schools for First Nations staff
- Determine **appropriate course selection** procedure through the guidance from school counsellors with input from the First Nations staff where appropriate
- Continue home visits to inform and encourage **parent participation** in their child's education by First Nations staff as necessary
- Encourage and support better **attendance at parent conferences** at regular reporting periods. Liaison staff will make phone contact with each family of at-risk students prior to conference dates.
- Establish **group study sessions** for at-risk students by teachers and First Nations staff as needed
- Provide **secondary academic support** as appropriate by school staff and First Nations staff including First Nations Curriculum Teacher
- Continue to provide the opportunity for **Special Education support**
- **Consult** as appropriate between **local bands** and school district staff regarding access to education programs at the First Nations band level
- Monitor and collect **data on student movement** in and out of district
- Performance Indicators and Performance Targets will be developed as First Nations data collection is retrieved

GOAL

To improve achievement of all aboriginal students

OBJECTIVES

2. To improve the literacy achievement at all levels of aboriginal students

PERFORMANCE INDICATORS

Year-end Report Card Marks in Lang Arts/ English for Grade 6 and 9 Commencing June 03 (under development)

Grade	2003-04			
	# of students	Letter grade A	Letter grade B	Letter grade C
6				
9				

School District Based Data for English 12 and Communications 12 (under development)

Subject	Gr	2002- 03			2003-04			Ave. 2yrs
		#'s	% of participation	C or above	#'s	% of participation	C or above	
English	12							
Com	12							

Foundations Skills Assessment Reading District First Nations Students meeting or exceeding expectations

Grade	1999-2000			2000-2001			2001-2002			Ave. 3 yrs.
	# s	M/E	%	# s	M/E	%	# s	M/E	%	
4	26	19/26	72%	33	21/33	68%	29	18/29	62%	68%
7	28	18/28	64%	27	17/27	63%	32	17/32	53%	65%
10	19	11/19	57%	18	10/18	55%	11	10/11	91%	67%

Foundations Skills Assessment Writing District First Nations Students meeting or exceeding expectations

Grade	2000-2001			2001-2002			Ave. 3 yrs.
	# s	M/E	%	# s	M/E	%	
4	33	27/33	82%	28	21/28	75%	78%
7	27	20/27	74%	33	23/33	70%	72%
10	18	11/18	61%	11	10/11	91%	76%

PERFORMANCE TARGET(S)

Desired Outcome: [under development]

→ Increase by:

Letter grade A	Letter grade B	Letter grade C

Establish Target from Average

→ Increase by:

→02 -03 : increase by ___ %
 →03 - 04: increase by ___ %
 →04 - 05: increase by ___ %

→ Increase by:

→02 -03 : increase by ___ %
 →03 - 04: increase by ___ %
 →04 - 05: increase by ___ %

Legend:

#s = Number of Participants
 M/E = Meets or Exceeds Expectation
 % = Overall percentage of students Meeting/ Exceeding Expectations
 Average 3 years = The average of three years combined

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 Average 3 years = The average of three years combined

Strategies:

- Continue to provide **on-going support** of students' academic, emotional and social development
- Determine **appropriate course selection** and guidance from school counsellors with input from the First Nations staff where appropriate
- Continue out-of-school individual **home tutoring** program
- Establish **academic and attendance monitoring** by schools for First Nations staff
- Establish **group study sessions** for at-risk students by teachers and First Nations staff as needed
- Continue to provide the opportunity for **English as a Second Dialect** program support at the elementary level
- Continue to provide the opportunity for **Early Reading Intervention** support
- Continue to provide the opportunity for **Special Education support**
- Provide **secondary academic support** as appropriate by school staff and First Nations staff including First Nations Curriculum Teacher
- **Consult** as appropriate between **local bands** and school district staff regarding access to education programs at the First Nations band level

GOAL

To improve achievement of all aboriginal students

OBJECTIVES

3. To improve the numeracy achievement at all levels of aboriginal students

PERFORMANCE INDICATORS

Year-end Report Card Marks in Math for Grade 6 and 9 Commencing June 03 (under development)

2003-04				
Grade	# of students	Letter grade A	Letter grade B	Letter grade C
6				
9				

District Based Data for Principles of Math 12 and Applications of Math 12 (under development)

Subject	Gr	2002- 03			2003-04			Ave. 2yrs
		#'s	% of participation	C or above	#'s	% of participation	C or above	
Principles of Math	12							
Applications of Math	12							
Essentials of Math	12							

Foundations Skills Assessment Numeracy District First Nations Students meeting or exceeding expectations

Grade	1999-2000			2000-2001			2001-2002			Ave. 3 yrs
	# s	M/E	%	# s	M/E	%	# s	M/E	%	
4	26	18/26	68%	32	22/32	69%	27	18/27	67%	67%
7	22	11/22	50%	28	21/28	75%	32	25/32	78%	68%
10	13	11/13	83%	16	11/16	69%	11	8/11	73%	75%

PERFORMANCE TARGET(S)

Desired Outcome: [under development]

→ Increase by:

Letter grade A	Letter grade B	Letter grade C

Establish Target from Average

→ Increase by:

→02 -03 : increase by __%

→03 - 04: increase by __%

→04 - 05: increase by __%

Strategies:

- Continue to provide **on-going support** of students' academic, emotional and social development
- Determine appropriate **course selection** and guidance from school counsellors with input from the First Nations staff where appropriate
- Provide opportunity for individual and/or **small group work on numeracy** concepts by schools and First Nations Staff
- Establish **academic and attendance monitoring** procedures by schools for First Nations staff
- Continue out-of-school individual **home tutoring** program for numeracy
- Participate in district **Numeracy Project** opportunities
- Provide **secondary academic support** as appropriate by school staff and First Nations staff including First Nations Curriculum Teacher
- Provide **lunch hour study sessions** for at-risk students by teachers and First Nations staff as needed
- Continue to provide the opportunity for **Special Education support**
- **Consult** as appropriate between **local bands** and school district staff regarding access to education programs at the First Nations band level

GOAL

To improve achievement of all aboriginal students

OBJECTIVES

4. Increase the percentage of aboriginal students completing Grade 12.

PERFORMANCE INDICATORS**Ministry reported District Results (under development) (September to August Inclusive)**

	2001-2002		2002- 2003
	# s	%	
Dogwood			
School Leaving Certificates			
Total Graduates in each given year			

School District 69 First Nations program reported Results (under development) (September to August Inclusive)

	2001-2002		2002 - 2003
	# s	%	
Dogwood			
School Leaving Certificates			
Total Graduates in each given year			

Note:

Discrepancies between data reported by schools, district, and Ministry are being queried

PERFORMANCE TARGET(S)*[under development]*

→ Increase by:

→03 -04: increase by __%

→04 - 05: increase by __%

→05 - 06: increase by __%

→ Increase by:

→03 -04 : increase by __%

→04 - 05: increase by __%

→05 - 06: increase by __%

Strategies:

- Continue to provide **on-going support** of students' academic, emotional and social development
- Establish a procedure to forward interim **reports**, regular reports **and** School-based Team meeting **minutes to the Liaison staff**
- Establish **academic and attendance monitoring** procedures by schools for First Nations staff
- Determine appropriate **course selection** procedure through the guidance from school counsellors with input from the First Nations staff where appropriate
- Continue out-of-school individual **home tutoring** program
- Encourage and support better **attendance at parent conferences** at regular reporting periods. Liaison staff will make phone contact with each family of at-risk students prior to conference dates.
- Provide **secondary academic support** as appropriate by school staff and First Nations staff including First Nations Curriculum Teacher
- Continue to provide the opportunity for **Special Education support**
- **Consult** as appropriate between **local bands** and school district staff regarding access to education programs at the First Nations band level

GOAL

To improve achievement of all aboriginal students

OBJECTIVES

5. Expand the school-to-work options for aboriginal students

PERFORMANCE INDICATORS

District Reported Results

	2002 -2003		2003-2004	
	# s	%	#s	%
Career Preparation Registrations	5	-----		
Completions	4/5	80%		

Legend

= number of students registered in Career Prep programs
 % = number of students registered and number who have completed the program

03-04 – Collect Baseline data

- # of First Nations students enrolled in grades 11 and 12
- # of grade 11 and 12 First Nations students enrolled in Career Preparation programs and Secondary School Apprenticeship programs
- # of First Nations students completing Career preparation and Secondary School Apprenticeship programs

PERFORMANCE TARGET(S)

[under development]

→ Increase Participation

Strategies:

- Continue to provide **on-going support** of students’ academic, emotional and social development
- Provide an opportunity and support student participation in a variety of **work experience placements** as suggested by schools
- Connect youth with **youth employment agencies** in the community by school counsellors
- Provide an opportunity for students to participate in **career workshops** held by local colleges for grades 10, 11 and 12
- Consult as appropriate between local bands and school district staff regarding access to education programs at the First Nations band level
- Increase the number of First Nations students registering in **Career Preparation** programs
- Assign Curriculum Resource Teacher to liaise with the **School Career Preparation Coordinators**
- Design and develop **career preparation program** with First Nations content
- Develop a **mentorship program** with career orientation with First Nations students

GOAL

To improve achievement of all aboriginal students

OBJECTIVES

6. Encourage aboriginal students to expand their post secondary entrance options

PERFORMANCE INDICATORS

*Ministry reported and District Results:
Participation of aboriginal Students in
Governmental Examinable courses
[under development]*

PERFORMANCE TARGET(S)

[under development]

Subject	Gr	2002- 03			2003-04			Ave. 2yrs
		#'s	% of participation	C or above	#'s	% of participation	C or above	
English	12							
Com	12							
Principles of Math	12							
Applications of Math	12							

Strategies:

- Continue to provide on-going support of students’ academic, emotional and social development
- Provide students with the knowledge of **opportunities** available to them in various **post secondary institutions** through presentations/ visitations organized by First Nations staff
- Provide opportunities for students in **career counselling and/or exploration** with school counsellors and First Nations staff
- Create awareness of **First Nations post secondary opportunities** in local secondary Career Days
- Establish academic and attendance monitoring procedures by schools for First Nations staff
- Determine appropriate course selection procedure through the guidance from school counsellors with input from the First Nations staff where appropriate
- Provide secondary academic support as appropriate by school staff and First Nations staff including First Nations Curriculum Teacher
- Continue to provide the opportunity for Special Education support
- Consult as appropriate between local bands and school district staff regarding access to education programs at the First Nations band level

GOAL

To improve achievement of all aboriginal students

OBJECTIVES

7. Enhance First Nations students' understanding of their heritage, sense of belonging and personal belief that they can be successful in British Columbia's public education system.

PERFORMANCE INDICATORS

District Results:

Survey of First Nations students and their parents (to be developed) September 2003

Survey to be random sampling and to be administered by First Nations Liaison Staff 2003- 2004

PERFORMANCE TARGET(S)

(Survey results chart to be developed) 03-04

Strategies:

- Provide **opportunities** for students to participate in learning about **First Nations Culture** in classrooms
- Provide **First Nations Cultural Awareness workshops** for both students, school and district staff
- Provide the opportunity for school access to **First Nations resource people** for classroom presentations
- Encourage and support better attendance at parent conferences at regular reporting periods. Liaison staff will make phone contact with each family of at-risk students prior to conference dates.
- Continue to provide on-going support of students' academic, emotional and social development
- Establish academic and attendance monitoring procedures by schools for First Nations staff
- Provide secondary academic support as appropriate by school staff and First Nations staff including First Nations Curriculum Teacher
- Continue to provide the opportunity for Special Education support
- Consult as appropriate between local bands and school district staff regarding access to education programs at the First Nations band level

Addendum 1

Grade-to-grade transition data supplied by the First Nations Program SD 69 as well as data from the Ministry of Education

Grade	2001-02	2002-03	2003-04	2004-05	2005-06	2006-2007	
12	27	29	26				
11	50 ↗	53 ↗	32				
10	31 ↗	18 ↗	29				
9	35 ↗	40 ↗	54				
8	35 ↗	42 ↗	40				
7	38 ↗	36 ↗	41				
6	32 ↗	40 ↗	38				
5	32 ↗	36 ↗	30				
4	28 ↗	32 ↗	25				
3	30 ↗	30 ↗	26				
2	25 ↗	25 ↗	24				
1	19 ↗	28 ↗	20				
K	29 ↗	18 ↗	24				
Total	411	427	409				

Note:

In 2003 – 2004 we have 8 adult students whom we service at PASS/ WW but do not receive any funding for them. They were not included in the final count for this year's student population. (recorded Oct 1, 2003).