

ABORIGINAL EDUCATION ENHANCEMENT
AGREEMENT

SIGNING PARTNERS:

SCHOOL DISTRICT NO. 73
(Kamloops/Thompson)
THE FIRST NATIONS EDUCATION COUNCIL
BRITISH COLUMBIA MINISTRY OF EDUCATION

Agreement Signed This Day
April 13, 2006

**School District No. 73 (Kamloops/Thompson)
In Partnership With The
First Nations Education Council**

**Aboriginal Education Enhancement Agreement
Signed: April 13, 2006**

“Building on the Past, Inventing the Future Slowly”

PREAMBLE

The First Nations Education Council and School District No. 73 acknowledge and honour the history and culture of the Secwepemc First Nations in whose traditional territory we reside.

The First Nations Education Council and School District No. 73 (in partnership) wish to implement their second Aboriginal Education Enhancement Agreement based on the currently held values of mutual respect, consensus building, and maintaining a focus on the goals and strategies leading to academic and personal success for all Aboriginal learners in the District. This Agreement is the result of respectful, inclusive, and ongoing consultation and collaboration between the District and the First Nations communities and urban Aboriginal organizations and parents. The Agreement recognizes our collective responsibility for Aboriginal student success, and our pledge to continue to work in partnership to develop and implement appropriate and strategic programs and initiatives for the benefit of all Aboriginal learners.

PURPOSE

The purposes of this Aboriginal Education Enhancement Agreement are:

- To improve the achievement and school success of all Aboriginal students; and
- To enhance all students’ understanding of First Nations culture, history, and language; and
- To enhance Aboriginal students’ sense of belonging within District schools and enhance their personal belief that they can be successful in the public education system.

PRINCIPLES

The improvement goals identified in this Agreement are those where there is assurance that the data can be:

- effectively and accurately measured;
- tracked with integrity;
- tracked over time; and
- effectively used to implement programs and interventions.

The goals of this Agreement will be aligned with the District's Accountability Contract and with individual School Growth Plans.

PERFORMANCE GOALS

- *Improve Primary Performance Based on Benchmarks (Grades 1-3 Reading, Writing, Math)
- *Improve Intermediate Foundation Skill Areas (Grades 4-7 Reading, Writing, Math)
- *Increase the Percentage of Elementary Students Enrolled in the Regular Academic Program
- *Improve the Grade 8 Cohort Dogwood Completion Rate
- *Maintain Student Attendance at a minimum of 90%
- Improve the Participation Rates in Grade 12 Provincial Examinations
- Improve Pass Rates for Grade 10 English and Math and Grade 11 Social Studies, Civics, and First Nations Studies Provincial Examinations
- Expand the Postsecondary Entrance Options and Opportunities for Aboriginal Students (eg. Academic Programs, Skilled Trades Programs, Technology Programs)
- Increase Student Participation in Secwepemc Language Instruction
- Increase Cultural Education for All Students.

** Indicates a performance goal that is continued from the first Enhancement Agreement.*

PERFORMANCE INDICATORS and MEASUREMENT

The data for assessing the performance goals will be reported in the First Nations Education Council/School District No. 73 *Annual Report on First Nations Students*. The goal will be to improve in each area annually and incrementally (except the Attendance goal). A minimum improvement of 1-2% annually in all goal areas will be considered essential.

- **Primary Performance.** The District primary benchmarks, PM benchmarks, and B.C. Performance Standards will be used to measure this goal. The benchmarks are content standards or core learning outcomes that identify what students should know and be able to do at their grade level. Teachers design tasks that allow students to demonstrate their ability to meet the benchmarks. Assessment involves summative data gathered from a variety of evaluation instruments used by schools, and reported in the District data template. The results in 03-04 Annual Report will be used to initiate the annual measurement.
- **Intermediate (Grades 4-7) Performance.** The provincial Foundation Skills Assessment measurement and teacher-generated Letter Grades will be used to measure this goal. The percentage of students receiving Grade C or higher in Reading, Writing, and Math will be reported. Using both FSA results and letter grades gives a fuller picture of performance. The results in the 03-04 Annual Report will be used to initiate the annual measurement.
- **Elementary Students Enrolled in Regular Academic Program.** The percentage of elementary students on IEP's/Modified Programs designed for academically weak students will be measured. This data will be gained from the District data template. The results in the 03-04 Annual Report will be used to initiate the annual measurement.
- **Dogwood Completion Rate.** The percentage of Grade 8 students, as measured by the Ministry of Education, who receive a Dogwood Diploma within six (6) years will be reported. The results in the 03-04 Annual Report will be used to initiate the annual measurement.
- **Student Attendance.** The average attendance in elementary and secondary grades will be reported in the District data template. Maintaining the attendance at 90% will be considered as minimum attainment of the goal.

- **Grade 12 Provincial Exam Participation Rates.** The student participation rate in the Grade 12 English and Math provincial exams, as reported by the Ministry of Education, will be used to measure this data. The participation rates in the 03-04 Annual Report will be used to initiate the annual measurement. (Provincial exam “pass” results will continue to be reported annually for Grade 12 exams.)
- **Grade 10 and 11 Provincial Exam Success Rates.** The student pass rates for Grade 10 English and Math and the Grade 11 Social Studies, Civics, and First Nations Studies provincial exams, as reported by the Ministry of Education, will be used to measure this data. The pass results for 03-04 will be used as a baseline to initiate the annual measurement.
- **Postsecondary Entrance Options.** Baseline data will be collected during the 04-05 school year in the following areas: Number of First Nations students in the TRU/SD No. 73 Entry Level Trades Programs; and the number of Aboriginal students going on to postsecondary programs in the areas of Apprenticeship, Technology, and Academics. Baseline data from 04-05 will be reported, followed by four years of comparative measurement.
- **Secwepemc Language Participation.** The number of students and schools participating in Secwepemc Language instruction will be measured. The 04-05 data will be considered baseline, followed by four years of comparative measurement. The student participation data will be provided by the Secwepemc Language teachers with assistance from the District First Nations Coordinator.
- **Cultural Education.** The number of students participating in cultural and cross-cultural educational activities will be measured; activities will include events, workshops, conferences, seminars, and other learning sessions including FNS12 and the integration of Aboriginal content into the regular curriculum. The data for measuring the number of students will be provided by school First Nations Support Workers, teachers, the District First Nations Coordinator, the FNEC Administrator, and others who have coordinated cross-cultural activities. “Satisfaction and awareness” data will also be measured through random surveys (of elementary and secondary students) to be coordinated by the FNEC Administrator. The 04-05 data will be considered baseline, followed by four years of comparative measurement. A description of the types of cultural and cross-cultural education will also be identified in the data.

TERM OF THE AGREEMENT

The Agreement will be in effect from the 04-05 School Year through the 09-10 School Year, a term of five (5) years.

**Aboriginal Education Enhancement
Agreement**

Between

School District No. 73 (Kamloops/Thompson)

The First Nations Education Council

And

The Ministry of Education

April 13, 2006

We, the undersigned, recognize and honour our shared responsibilities for the success of all Aboriginal students in School District No. 73. Further, we agree that the terms of the attached Agreement will signify our collective intent to work together in a relationship of mutual respect and strength of purpose that will result in positive outcomes for all Aboriginal learners in our District.

Chief Nathan Matthew, Chair
First Nations Education Council
School District No. 73 (Kamloops/Thompson)

John Harwood, Chair
Board of Trustees
School District No. 73 (Kamloops/Thompson)

Honourable Shirley Bond
Minister of Education
Province of British Columbia