

MEMORANDUM OF UNDERSTANDING
ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT

School District No. 58 (Nicola-Similkameen)

Ministry of Education

September 23, 2004

SCHOOL DISTRICT NO. 58 (NICOLA-SIMILKAMEEN) ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT

**Presented to the Board of School Trustees,
School District No. 58 (Nicola-Similkameen)
September 2004**

CONTEXT:

The First Nations people in the Nicola Valley have always supported and encouraged their students to achieve high standards in education. The Bands of the Nicola Valley have always been advocates for Aboriginal students attending the public schools in Merritt. The relationship that exists has been firmly entrenched with agreements such as Master Tuition Agreements and Local Education Agreements since before 1990.

The First Nations Education Council (FNEC) is an advisory council to the Board. Its purpose includes improving the learning environment of all levels of the school system so that Aboriginal students may gain maximum benefit from their formal education. This Council is instrumental in the development and implementation of the Enhancement Agreement process. The Council includes representatives of the First Nations and Metis Council, school board, school and district based administration.

The Council acknowledges and honours the special relationship that exists with the First Nations and Metis within the boundaries of the School District. They also recognize and honour the historical and critical importance Aboriginal Peoples place on the preservation of their language and culture. Further, they recognize the primacy of each Aboriginal Peoples' language and culture within its traditional territory. This Aboriginal Education Enhancement Agreement acknowledges and honours the special relationship that exists between School District No. 58 and the:

- **Coldwater, Lower Nicola, Nooaitch, Shackan, and Upper Nicola Bands** and supports their commitment to the preservation of their language and culture. Further, this Agreement acknowledges and honours NçeÚkepmxcin and nsilxcn as the principal Aboriginal languages of this territory and School District No. 58 will continue to support the development of its programs and curriculum;
- **Upper Similkameen Band** and supports the continued fusion of local First Nations culture into the schools of Princeton.

The FNEC acknowledges the collective responsibility for the success of all Aboriginal learners attending school in School District No. 58. In respect and honour of the First Nations and Metis, the FNEC will continue to develop appropriate and meaningful educational programs for the benefit of all Aboriginal learners.

PURPOSES:

The purposes of the Enhancement Agreement are:

- To continually enhance the academic performance of Aboriginal students
- To honour and support the histories, cultures and languages of the Aboriginal people, NçeÛkepmx and silx whose traditional territories are served by School District No. 58.

PRINCIPLES:

Our commitment for Aboriginal students within School District #58 (Nicola-Similkameen) is to achieve and exceed the provincial average of all students.

The performance areas selected for enhancement are those where there is assurance that the data can be:

- tracked with integrity;
- tracked over time; and
- effectively used to support initiatives;
- to increase the success rates for Aboriginal students with the goal to achieve and exceed the provincial average of all students as reported within this Aboriginal Enhancement Agreement.

The data used for assessing the targets will be reported annually in December of each year.

PERFORMANCE GOALS AND OBJECTIVES:

Measurable indicators will show annual improvement for Aboriginal students in the following agreed upon categories on an annual basis:

1. Improve the academic achievement
2. Increase academic preparedness
3. Improve the grade 7 to 12 transitional rates
4. Monitor the students' feeling of self-worth

<p>GOAL 1</p> <p>Goal statements help to focus priorities for improving student learning.</p> <p>Objectives help to focus goals into more specific areas of attention.</p>	<p>Improve student academic achievement.</p> <p>Objective 1: Increase the participation and success rates of Aboriginal students in Principles of Mathematics 12, and Applications of Math 12</p> <p>Objective 2: Improve the participation and success rates of Aboriginal students in English 12 and Communications 12.</p> <p>Objective 3: Improve the participation and success rates of Aboriginal students in Biology 12, Chemistry 12, and Physics 12.</p> <p>Objective 4: Increase the number of Aboriginal students earning a Dogwood Certificate.</p>																																																																																																																																					
<p>Performance Indicators/ Evidence</p> <p>Performance Indicators are measures used to indicate progress towards attainment of goals and objectives.</p>	<ol style="list-style-type: none"> 1. Participation will be determined by the percentage of Grade 11/12 Aboriginal students enrolled in Principles of Math 12, English 12, Communications 12, Biology 12, Chemistry 12 and Physics 12. 2. Success rates will be determined by the percentage of Grade 11/12 Aboriginal students successfully completing Principles of Math 12, English 12, Communications 12, Biology 12, Chemistry 12 and Physics 12. 3. The Dogwood Completion Rate is an estimate of the percentage of first-time Grade 8 Aboriginal students in September who have received a Dogwood Diploma within six years. 																																																																																																																																					
<p>Performance Targets (Expected Results)</p> <p>Clearly articulated expectations for short-term and long-term results support district planning for enhanced student performance.</p> <p>(P. A. indicates the Provincial Average for all students)</p> <p>(Mask – when enrolment is less than five (5) students)</p>	<p><u>Course success and participation rates:</u></p> <p>The Success rate is the percentage of District Aboriginal students passing the exam (C- better). The participation rate is the percentage of District Aboriginal students taking the exam.</p> <p><u>District Aboriginal Students – Success/Participation Rates</u></p> <table border="1" data-bbox="414 1342 1290 1904"> <thead> <tr> <th></th> <th>01/02</th> <th>02/03</th> <th>03/04</th> <th>04/05</th> <th>05/06</th> <th>Targets 08/09</th> </tr> </thead> <tbody> <tr> <td>Prin. of Math12</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Success rate</td> <td>100%</td> <td>80%</td> <td>mask</td> <td>100%</td> <td>100%</td> <td>P.A.</td> </tr> <tr> <td>Participation</td> <td>10%</td> <td>8%</td> <td>6%</td> <td>6%</td> <td>9%</td> <td>14%</td> </tr> <tr> <td>English 12</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Success rate</td> <td>100%</td> <td>88%</td> <td>96%</td> <td>88%</td> <td>89%</td> <td>P.A.</td> </tr> <tr> <td>Participation</td> <td>61%</td> <td>69%</td> <td>42%</td> <td>34%</td> <td>52%</td> <td>P.A.</td> </tr> <tr> <td>Comm. 12</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Success rate</td> <td>83%</td> <td>88%</td> <td>100%</td> <td>95%</td> <td>100%</td> <td>P.A.</td> </tr> <tr> <td>Participation</td> <td>24%</td> <td>14%</td> <td>25%</td> <td>29%</td> <td>17%</td> <td>P.A.</td> </tr> <tr> <td>Biology 12</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Success rate</td> <td>67%</td> <td>64%</td> <td>70%</td> <td>71%</td> <td>80%</td> <td>70%</td> </tr> <tr> <td>Participation</td> <td>18%</td> <td>24%</td> <td>16%</td> <td>10%</td> <td>23%</td> <td>28%</td> </tr> <tr> <td>Chemistry 12</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Success rate</td> <td>Mask</td> <td>Mask</td> <td>Mask</td> <td>Mask</td> <td>Msk</td> <td>P.A.</td> </tr> <tr> <td>Participation</td> <td>8%</td> <td>3%</td> <td>3%</td> <td>4%</td> <td>3%</td> <td>10%</td> </tr> <tr> <td>Physics 12</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Success rate</td> <td>Mask</td> <td>80%</td> <td>80%</td> <td>Mask</td> <td>Msk</td> <td>80%</td> </tr> <tr> <td>Participation</td> <td>2%</td> <td>8%</td> <td>8%</td> <td>4%</td> <td>-</td> <td>8%</td> </tr> </tbody> </table>		01/02	02/03	03/04	04/05	05/06	Targets 08/09	Prin. of Math12							Success rate	100%	80%	mask	100%	100%	P.A.	Participation	10%	8%	6%	6%	9%	14%	English 12							Success rate	100%	88%	96%	88%	89%	P.A.	Participation	61%	69%	42%	34%	52%	P.A.	Comm. 12							Success rate	83%	88%	100%	95%	100%	P.A.	Participation	24%	14%	25%	29%	17%	P.A.	Biology 12							Success rate	67%	64%	70%	71%	80%	70%	Participation	18%	24%	16%	10%	23%	28%	Chemistry 12							Success rate	Mask	Mask	Mask	Mask	Msk	P.A.	Participation	8%	3%	3%	4%	3%	10%	Physics 12							Success rate	Mask	80%	80%	Mask	Msk	80%	Participation	2%	8%	8%	4%	-	8%
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**Merritt Secondary School Aboriginal Students compared to
Provincial Aboriginal Students:**

The Success rate is the percentage of Aboriginal students passing the exam (C- better). The Participation rate is the percentage of Aboriginal students taking the exam.

	02/03		03/04		04/05		05/06		Targets 08/09
	Mss	Prov.	Mss	Prov.	MSS	Prov.	MSS	Prov.	MSS
Comm. 12									
Success rate	86%	90%	100%	86%	100%	89%	100%	88%	P.A.
Participation	14%	26%	23%	24%	30%	23%	20%	22%	P.A.
En. 12									
Success rate	89%	93%	96%	91%	87%	92%	93%	92%	P.A.
Participation	70%	41%	52%	35%	46%	36%	61%	37%	P.A.
Applic. Ma 12									
Success rate	-	62%	83%	78%	Msk	62%	80%	81%	P.A.
Participation	-	2%	12%	2%	2%	2%	11%	2%	P.A.
Prin. Ma 12									
Success rate	Msk	75%	Msk	73%	Msk	79%	100%	80%	P.A.
Participation	8%	9%	8%	7%	8%	8%	11%	8%	14%
Bio 12									
Success rate	67%	68%	70%	68%	71%	75%	83%	74%	72%
Participation	24%	13%	19%	12%	14%	12%	27%	12%	29%
Chem 12									
Success rate	Msk	80%	Msk	76%	Msk	81%	Msk	89%	P.A.
Participation	2%	5%	4%	5%	6%	5%	2%	5%	10%
Physics 12									
Success rate	Msk	75%	80%	82%	Msk	86%	-	90%	82%
Participation	8%	2%	10%	3%	6%	2%	-	2%	8%

(P. A. indicates the Provincial Average for all students)

Dogwood Certificates:

This reflects the percentage of Aboriginal students who, as part of a Grade 8 cohort, graduated with a Dogwood certificate within the allotted six years.

	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	Targets 08/09
SD #58 Aboriginal	58%	33%	56%	50%	45%	38%	P.A.
SD #58 All	69%	66%	65%	66%	60%	56%	
Prov. Aboriginal		42%	46%	46%	48%	47%	
Prov. All	75%	76%	78%	79%	79%	78%	

(P. A. indicates the Provincial Average for all students)

Aboriginal Education Enhancement Agreement

<p>Strategies</p> <p>Clearly articulated strategies connect district efforts and activities with desired student results. Strategies are presented as succinct statements outlining actions and activities, directed toward student learning, that clearly link to achieving district goals and objectives.</p>	<ol style="list-style-type: none">1. A Welcoming Dinner, planned by our FNEC is organized for the end of September. This dinner is an opportunity for the Aboriginal community members to interact with our education personnel. As we are aware, strong relationships result in a strong community.2. Continue to employ the services of a Principal of First Nations Education.3. Develop the sense that school is important by having groups of Aboriginal students attend the various career fairs offered regionally.4. Each school has at least one First Nations support worker assigned to it. Assigned according to enrollment and funded through targeted dollars a key role of the support worker is to intervene when students miss school and/or is failing two or more courses.5. Continue to use targeted dollars to purchase on reserve tutoring for First Nations students.6. At the monthly secondary department meetings emphasis will continue to be placed on meeting the needs of all learners.7. Provide Aboriginal students and personnel with opportunities to attend conferences that focus on Aboriginal learners and their success (e.g. Aboriginal Conference in Whistler).8. Provide opportunities for Aboriginal guest speakers to talk to the students and be seen as role models.9. Continue to offer a variety of programs: Accelerated Reading, Corrective Reading, Instructional Strategies, Silent Reading, PWIM, and Drop Everything And Read to name a few, that focus instructional attention on all learners.10. Explore with the local Bands the number of students from each respective Band attending a post-secondary institution and requiring an upgrading course. This will determine the level of support required, if any, at the secondary level for students.
<p>Structures</p> <p>Structures focus on activities that align district resources, time, personnel and organizational planning to support achievement of goals and objectives.</p>	

<p>GOAL 2</p> <p>Goal statements help to focus priorities for improving student learning.</p> <p>Objectives help to focus goals into more specific areas of attention.</p>	<p>Increase Aboriginal students' academic preparedness.</p> <p>Objective 1: Increase the results, for Aboriginal Students, on the Foundation Skills Assessment in Grade 4 and 7.</p> <p>Objective 2: Beginning in the spring of 2005, examine the Graduation Program Exams at the grade 10 level as an indicator of academic preparedness.</p> <p>Objective 3: Commencing in the spring of 2004 examine the results of the district wide "writes" for grades two, four, seven, and ten.</p>																																																																																																																									
<p>Performance Indicators/ Evidence</p> <p>Performance Indicators are measures used to indicate progress towards attainment of goals and objectives.</p>	<ol style="list-style-type: none"> Grade 4 and 7 FSA is a measure of students meeting or exceeding expectations in reading comprehension, first draft writing and numeracy. The baseline used will be derived from the FSA 2002-2003 provincial results report. The Grade 10 Graduation Program Exam results for Language Arts, Science and Mathematics will be used to determine the academic preparedness of grade 10 students. Baseline data will be available after the spring of 2005. Data collected from the 2004 district wide "writes" in grades two, four, seven, and ten will be used to form the baseline. 																																																																																																																									
<p>Performance Targets (Expected Results)</p> <p>Clearly articulated expectations for short-term and long-term results support district planning for enhanced student performance.</p>	<p><u>Foundations Skills Assessment:</u></p> <p>Administered annually to grades 4 and 7. The Foundation Skills Assessment measure the students' ability in reading, first draft writing and numeracy. Percentages reflect the percentage of students meeting or exceeding the expected levels for respective categories.</p> <table border="1" data-bbox="563 1278 1488 1810"> <thead> <tr> <th colspan="9">Aboriginal Students Foundation Skills Assessment – SD #58</th> </tr> <tr> <th colspan="3">2000/2001</th> <th colspan="3">2001/2002</th> <th colspan="3">2002/2003</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>Grade 4</td> <td>49%</td> <td>82%</td> <td>41%</td> <td>47%</td> <td>79%</td> <td>54%</td> <td>59%</td> <td>95%</td> <td>68%</td> </tr> <tr> <td>Grade 7</td> <td>49%</td> <td>33%</td> <td>58%</td> <td>46%</td> <td>82%</td> <td>52%</td> <td>41%</td> <td>60%</td> <td>47%</td> </tr> <tr> <th colspan="3">2003/2004</th> <th colspan="3">2004/2005</th> <th colspan="3">2005/06</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> <tr> <td>Grade 4</td> <td>58%</td> <td>81%</td> <td>60%</td> <td>51%</td> <td>85%</td> <td>64%</td> <td>48%</td> <td>72%</td> <td>57%</td> </tr> <tr> <td>Grade 7</td> <td>62%</td> <td>74%</td> <td>70%</td> <td>37%</td> <td>75%</td> <td>64%</td> <td>49%</td> <td>64%</td> <td>65%</td> </tr> <tr> <th colspan="9">Targets 2008/09</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> <th colspan="6"></th> </tr> <tr> <td>70%</td> <td>D. A.</td> <td>75%</td> <td colspan="6"></td> </tr> <tr> <td>65%</td> <td>D. A.</td> <td>60%</td> <td colspan="6"></td> </tr> </tbody> </table> <p>(D. A. indicates the District Average for all students)</p>	Aboriginal Students Foundation Skills Assessment – SD #58									2000/2001			2001/2002			2002/2003			Reading	Writing	Numeracy	Reading	Writing	Numeracy	Reading	Writing	Numeracy	Grade 4	49%	82%	41%	47%	79%	54%	59%	95%	68%	Grade 7	49%	33%	58%	46%	82%	52%	41%	60%	47%	2003/2004			2004/2005			2005/06			Reading	Writing	Numeracy	Reading	Writing	Numeracy	Reading	Writing	Numeracy	Grade 4	58%	81%	60%	51%	85%	64%	48%	72%	57%	Grade 7	62%	74%	70%	37%	75%	64%	49%	64%	65%	Targets 2008/09									Reading	Writing	Numeracy							70%	D. A.	75%							65%	D. A.	60%						
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Aboriginal Education Enhancement Agreement

<p>Strategies</p> <p>Clearly articulated strategies connect district efforts and activities with desired student results. Strategies are presented as succinct statements outlining actions and activities, directed toward student learning, that clearly link to achieving district goals and objectives.</p> <p>Structures</p> <p>Structures focus on activities that align district resources, time, personnel and organizational planning to support achievement of goals and objectives.</p>	<ol style="list-style-type: none">1. Continue to employ the services of a Principal of First Nations Education.2. A Welcoming Dinner, planned by our First Nations Education Council (FNEC) is organized for the end of September. This dinner is an opportunity for the First Nations community members to interact with our education personnel. As we are aware, strong relationships result in a strong community.3. Develop the sense that school is important by having groups of First Nations students attend the various career fairs offered regionally.4. Each school has at least one First Nations support worker assigned to it. Assigned according to enrollment and funded through targeted dollars a key role of the support worker is to intervene when students miss school and/or is failing two or more courses.5. Continue to use targeted dollars to purchase tutoring for First Nations students.6. Provide Aboriginal students and personnel with opportunities to attend conferences that focus on the Aboriginal learners and their success (e.g. Aboriginal Conference in Whistler).7. Provide opportunities for Aboriginal guest speakers to talk to the students and to be seen as role models.8. Continue to offer a variety of programs, Accelerated Reading, Corrective Reading, Instructional Strategies, Silent Reading, PWIM, and Drop Everything And Read to name a few, that focus instructional attention on all learners.9. Employ a First Nations reading specialist to work in those elementary schools enrolling a high percentage of Aboriginal students.
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<p>GOAL 3</p> <p>Goal statements help to focus priorities for improving student learning.</p> <p>Objectives help to focus goals into more specific areas of attention.</p>	<p>Improve the grade 7 to 12 transitional rates for Aboriginal students.</p> <p>Objective 1: As the largest secondary school, examine the transitional rates for MSS separate from other programs.</p> <p>Objective 2: Examine the transition rates and program placement of aboriginal students into Coquihalla Middle School.</p>																																																																																				
<p>Performance Indicators/ Evidence</p> <p>Performance Indicators are measures used to indicate progress towards attainment of goals and objectives.</p>	<ol style="list-style-type: none"> 1. The grade-to-grade transition rate of Aboriginal students, attending Merritt Secondary School, will be tracked annually. 2. The grade-to-grade transition rate of all Aboriginal students from grade 8 to grade 12 will be tracked annually. 																																																																																				
<p>Performance Targets (Expected Results)</p> <p>Clearly articulated expectations for short-term and long-term results support district planning for enhanced student performance.</p>	<p><u>Grade-to-Grade Transitions:</u></p> <p>It is anticipated that the grade-to-grade transition at MSS is higher than what is reflected in the district data. Therefore, this data will be examined separately from the overall data, which also contains alternate programs information.</p> <table border="1" data-bbox="665 1172 1447 1442"> <thead> <tr> <th colspan="7">District #58 Aboriginal Grade-to-Grade Transitions</th> </tr> <tr> <th></th> <th>01/02</th> <th>02/03</th> <th>03/04</th> <th>04/05</th> <th>05/06</th> <th>Target 08/09</th> </tr> </thead> <tbody> <tr> <td>Grade 7 - 8</td> <td>90%</td> <td>95%</td> <td>88%</td> <td>94%</td> <td>97%</td> <td>100%</td> </tr> <tr> <td>Grade 8 - 9</td> <td>81%</td> <td>88%</td> <td>86%</td> <td>88%</td> <td>90%</td> <td>85%</td> </tr> <tr> <td>Grade 9 - 10</td> <td>79%</td> <td>65%</td> <td>80%</td> <td>78%</td> <td>62%</td> <td>83%</td> </tr> <tr> <td>Grade 10 - 11</td> <td>68%</td> <td>71%</td> <td>79%</td> <td>70%</td> <td>74%</td> <td>85%</td> </tr> <tr> <td>Grade 11 - 12</td> <td>69%</td> <td>77%</td> <td>78%</td> <td>59%</td> <td>54%</td> <td>75%</td> </tr> </tbody> </table> <table border="1" data-bbox="674 1515 1447 1710"> <thead> <tr> <th colspan="7">MSS Aboriginal Grade-to-Grade Transitions</th> </tr> <tr> <th></th> <th>01/02</th> <th>02/03</th> <th>03/04</th> <th>04/05</th> <th>05/06</th> <th>Target 08/09</th> </tr> </thead> <tbody> <tr> <td>Grade 9 - 10</td> <td>78%</td> <td>64%</td> <td>78%</td> <td>74%</td> <td>81%</td> <td>85%</td> </tr> <tr> <td>Grade 10 - 11</td> <td>68%</td> <td>73%</td> <td>85%</td> <td>67%</td> <td>71%</td> <td>85%</td> </tr> <tr> <td>Grade 11 - 12</td> <td>67%</td> <td>78%</td> <td>83%</td> <td>78%</td> <td>84%</td> <td>75%</td> </tr> </tbody> </table>	District #58 Aboriginal Grade-to-Grade Transitions								01/02	02/03	03/04	04/05	05/06	Target 08/09	Grade 7 - 8	90%	95%	88%	94%	97%	100%	Grade 8 - 9	81%	88%	86%	88%	90%	85%	Grade 9 - 10	79%	65%	80%	78%	62%	83%	Grade 10 - 11	68%	71%	79%	70%	74%	85%	Grade 11 - 12	69%	77%	78%	59%	54%	75%	MSS Aboriginal Grade-to-Grade Transitions								01/02	02/03	03/04	04/05	05/06	Target 08/09	Grade 9 - 10	78%	64%	78%	74%	81%	85%	Grade 10 - 11	68%	73%	85%	67%	71%	85%	Grade 11 - 12	67%	78%	83%	78%	84%	75%
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Aboriginal Education Enhancement Agreement

		Province Overall Grade-to-Grade Transitions					
		01/02	02/03	03/04	04/05	05/06	
	Grade 7 - 8	97%	97%	97%	97%	97%	
	Grade 8 - 9	95%	95%	95%	95%	95%	
	Grade 9 - 10	93%	94%	93%	94%	94%	
	Grade 10 - 11	89%	89%	90%	90%	89%	
	Grade 11 - 12	79%	79%	80%	81%	82%	

<p>Strategies</p> <p>Clearly articulated strategies connect district efforts and activities with desired student results. Strategies are presented as succinct statements outlining actions and activities, directed toward student learning, that clearly link to achieving district goals and objectives.</p> <p>Structures</p> <p>Structures focus on activities that align district resources, time, personnel and organizational planning to support achievement of goals and objectives.</p>	<ol style="list-style-type: none"> 1. Continue to employ the services of a Principal of First Nations Education. 2. Each school has at least one First Nations support worker assigned to it. Assigned according to enrollment and funded through targeted dollars a key role of the support worker is to intervene when students miss school and/or is failing two or more courses. 3. At the monthly secondary department meetings emphasis will continue to be placed on meeting the needs of all learners. 4. Provide Aboriginal students and personnel with opportunities to attend conferences that focus on the Aboriginal learners and their success (e.g. Aboriginal Conference in Whistler). 5. Provide opportunities for Aboriginal guest speakers to talk to the students and to be seen as role models. 6. Continue to use targeted dollars to purchase tutoring for First Nations students.
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<p>GOAL 4</p> <p>Goal statements help to focus priorities for improving student learning.</p> <p>Objectives help to focus goals into more specific areas of attention.</p>	<p>Improve the students' feeling of self-worth.</p> <p>Objective 1: Promote greater participation in First Nations language and cultural classes.</p> <p>Objective 2: Decrease the number of aboriginal students identified, as per the Ministry of Education criteria, in categories of Special Needs.</p> <p>Objective 3: Decrease the ratio of Aboriginal children being suspended.</p> <p>Objective 4: Increase the opportunities for students to demonstrate self-worth.</p>																																																																							
<p>Performance Indicators/ Evidence</p> <p>Performance Indicators are measures used to indicate progress towards attainment of goals and objectives.</p>	<ol style="list-style-type: none"> 1. Assessing enrolment figures for all Aboriginal content courses offered in School District No. 58 will create aboriginal language and culture data. 2. The Ministry data reports will be used to determine the extent to which Aboriginal children are designated special needs. 3. The number and ratio of suspensions by Aboriginal students will be tracked annually. 																																																																							
<p>Performance Targets (Expected Results)</p> <p>Clearly articulated expectations for short-term and long-term results support district planning for enhanced student performance.</p>	<p><i>Due to a number of uncontrolled variables related to this data, it is not feasible to set targets. The district intends to monitor this data to review trends over time.</i></p> <p><u>Enrolment in Language and Culture Classes:</u> This data reflects the number of students enrolled in either the language or culture classes at each grade level.</p> <table border="1" data-bbox="475 1166 1508 1630"> <thead> <tr> <th colspan="5">Number of students enrolled in language or culture classes/number of students in the grade</th> </tr> <tr> <th></th> <th>2004/05</th> <th>2005/06</th> <th>2006/07</th> <th>School(s)</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>19/19</td> <td>19/19</td> <td>21/21</td> <td>Nicola-Canford</td> </tr> <tr> <td>Grade 5</td> <td>33/66</td> <td>27/64</td> <td>34/81</td> <td>Merritt Central/NC</td> </tr> <tr> <td>Grade 6</td> <td>21/70</td> <td>22/71</td> <td>27/69</td> <td>Merritt Central/NC</td> </tr> <tr> <td>Grade 7</td> <td>16/149</td> <td>27/153</td> <td>32/141</td> <td>Coquihalla Middle</td> </tr> <tr> <td>Grade 8</td> <td>24/167</td> <td>36/146</td> <td>33/149</td> <td>Coquihalla Middle</td> </tr> <tr> <td>Grade 9</td> <td>13/171</td> <td>2/159</td> <td>6/151</td> <td>Merritt Secondary</td> </tr> <tr> <td>Grade 10</td> <td>10/134</td> <td>/168</td> <td>2/157</td> <td>Merritt Secondary</td> </tr> <tr> <td>Grade 11</td> <td>8/132</td> <td>16/125</td> <td>11/135</td> <td>Merritt Secondary</td> </tr> <tr> <td>Grade 12</td> <td>7/127</td> <td>16/126</td> <td>12/118</td> <td>Merritt Secondary</td> </tr> </tbody> </table> <p>There are no language and culture classes from grades 1 – 4.</p> <table border="1" data-bbox="702 1736 1466 1889"> <thead> <tr> <th colspan="4">BCFNS 12 Enrolment</th> </tr> <tr> <th></th> <th>2004/05</th> <th>2005/06</th> <th>2006/07</th> </tr> </thead> <tbody> <tr> <td>District</td> <td>27 - 1st semester</td> <td>18</td> <td>24</td> </tr> <tr> <td></td> <td>23 - 2nd semester</td> <td></td> <td></td> </tr> </tbody> </table>	Number of students enrolled in language or culture classes/number of students in the grade						2004/05	2005/06	2006/07	School(s)	Kindergarten	19/19	19/19	21/21	Nicola-Canford	Grade 5	33/66	27/64	34/81	Merritt Central/NC	Grade 6	21/70	22/71	27/69	Merritt Central/NC	Grade 7	16/149	27/153	32/141	Coquihalla Middle	Grade 8	24/167	36/146	33/149	Coquihalla Middle	Grade 9	13/171	2/159	6/151	Merritt Secondary	Grade 10	10/134	/168	2/157	Merritt Secondary	Grade 11	8/132	16/125	11/135	Merritt Secondary	Grade 12	7/127	16/126	12/118	Merritt Secondary	BCFNS 12 Enrolment					2004/05	2005/06	2006/07	District	27 - 1 st semester	18	24		23 - 2 nd semester		
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Aboriginal Education Enhancement Agreement

Identified as Special Needs:

The goal is to monitor the number of Aboriginal students being identified, as per the Ministry guidelines, within a special needs category. The data are presented as the number of Aboriginal students per level of special education category. (Grades K – 12)

Year	2003/2004	2004/2005	2005/2006	2006/2007
# of Aboriginal Students	956	984	920	837
Level 1	1	1	2	2
Level 2	37	36	35	35
Level 3	39	35	42	36

Level 1	(A) Physically Dependent with Multiple Needs (B) Deaf/Blind
Level 2	(C) Moderate to Profound Intellectual Disabilities (D) Physical Disabilities/Chronic Health Impairment (E) Visual Impairment (F) Deaf or Hard of Hearing (G) Autism
Level 3	(H) Intensive Behaviour Intervention/Serious Mental Illness

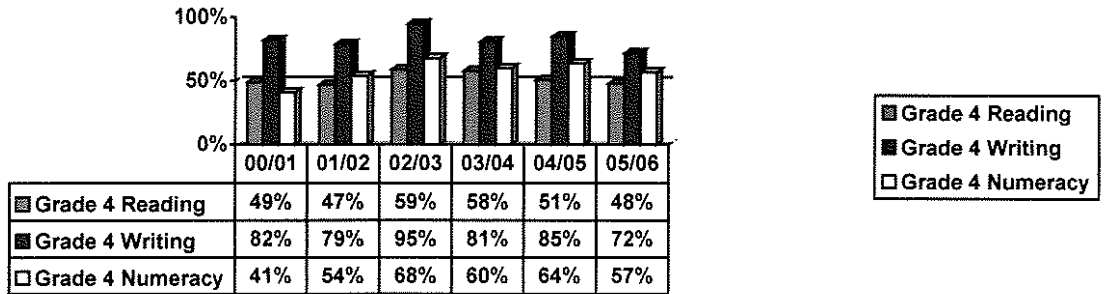
Student Suspension:

This data will reflect the percentage of students being suspended in grades 7 to 12. The goal would be to identify the reasons and to establish solutions to deal with this cause. The “No.” refers to the percentage of suspensions served by aboriginal students. The “Ratio” refers to the percentage of aboriginal students for that given grade level.

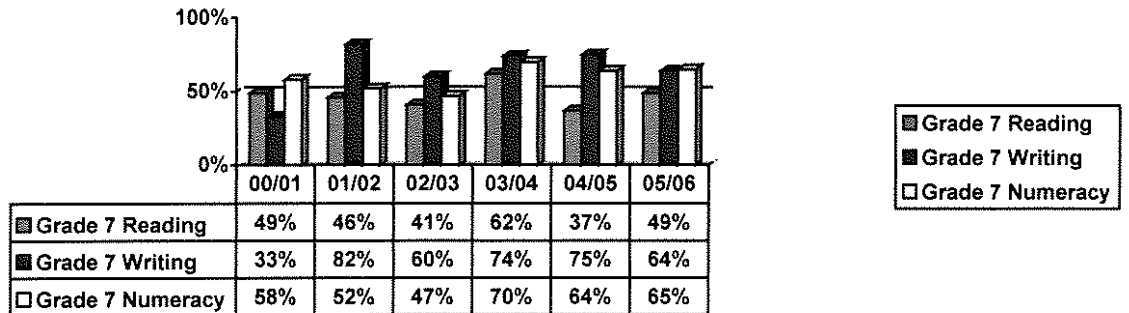
	Suspensions Per Grade							
	02-03 Baseline		03/04		04/05		05/06	
	No.	Ratio	No.	Ratio	No.	Ratio	No.	Ratio
Grade 7	29%	32%	50%	28%	73%	39%	58%	31%
Grade 8	49%	29%	43%	34%	40%	31%	47%	42%
Grade 9	33%	28%	34%	31%	26%	36%	25%	38%
Grade 10	28%	28%	17%	25%	21%	36%	20%	37%
Grade 11	6%	23%	15%	26%	26%	28%	40%	33%
Grade 12	0%	24%	14%	29%	21%	32%	22%	30%
Alternate	43%	45%	50%	32%	36%	39%	55%	20%

<p>Strategies</p> <p>Clearly articulated strategies connect district efforts and activities with desired student results. Strategies are presented as succinct statements outlining actions and activities, directed toward student learning, that clearly link to achieving district goals and objectives.</p> <p>Structures</p> <p>Structures focus on activities that align district resources, time, personnel and organizational planning to support achievement of goals and objectives.</p>	<ol style="list-style-type: none"> 1. Continue to employ the services of a Principal of First Nations Education. 2. A Welcoming Dinner, planned by our First Nations Education Council (FNEC) is organized for the end of September. This dinner is an opportunity for the First Nations community members to interact with our education personnel. As we are aware, strong relationships result in a strong community. 3. Develop the sense that school is important by having groups of First Nations students attend the various career fairs offered regionally. 4. Each school has at least one First Nations support worker assigned to it. Assigned according to enrollment and funded through targeted dollars a key role of the support worker is to intervene when students miss school and/or is failing two or more courses. 5. Develop a local course focusing on local drumming and dancing. This will have to be done in consultation with the Local Language Authority. 6. Provide Aboriginal students and personnel with opportunities to attend conferences that focus on the Aboriginal learners and their success (e.g. Aboriginal Conference in Whistler). 7. Provide opportunities for Aboriginal guest speakers to talk to the students and to be seen as role models. 8. Explore with the local Bands the number of students from each respective Band attending a post-secondary institution and requiring an upgrading course. This will determine the level of support required, if any, at the secondary level for students. 9. To maintain a record of activities provided through the education system that enhance the self-worth of Aboriginal students 10. Review the <i>Alternatives to Suspensions</i> manual, prepared by the Ministry of Education, for strategies specific to Aboriginal students.
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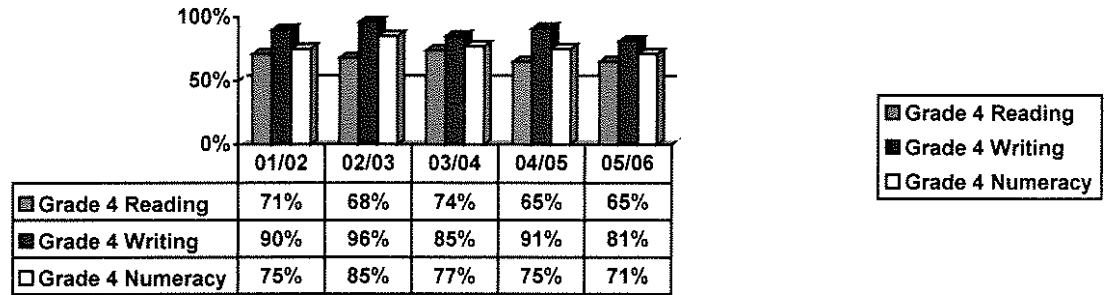
Grade 4 FSA Results – Aboriginal Students (District #58) 2000-2006
Meeting or Exceeding Expectations



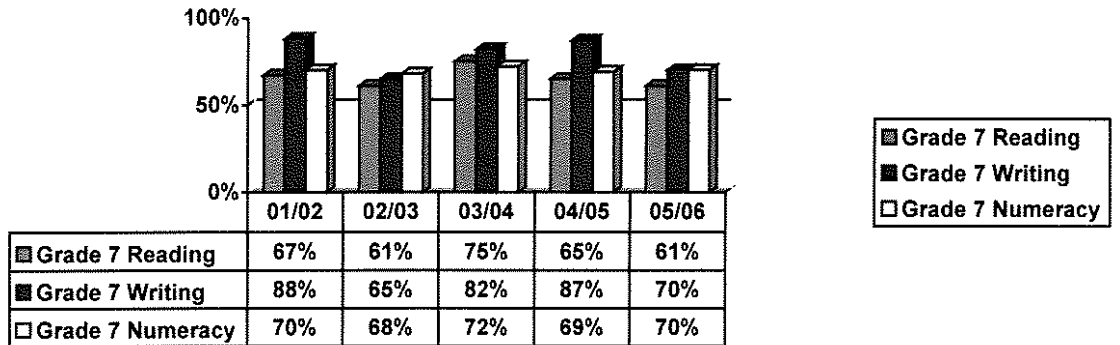
Grade 7 FSA Results – Aboriginal Students (District #58) 2000-2006
Meeting or Exceeding Expectations



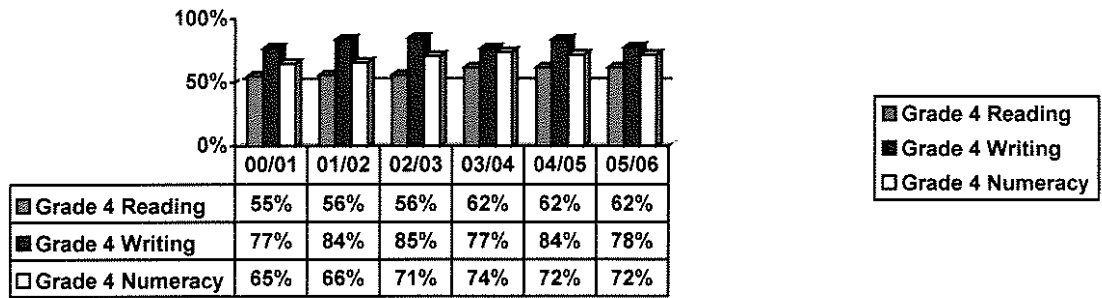
Grade 4 FSA Results – All Students (District #58) 2001-2006
Meeting or Exceeding Expectations



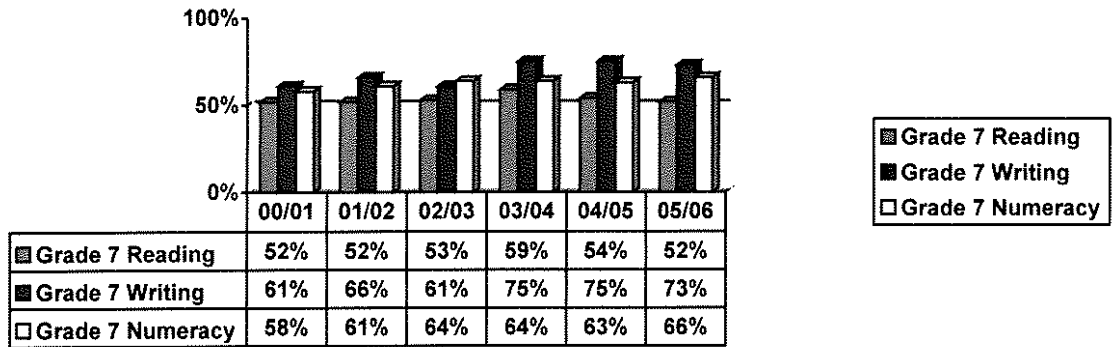
Grade 7 FSA Results – All Students (District #58) 2001-2006
Meeting or Exceeding Expectations



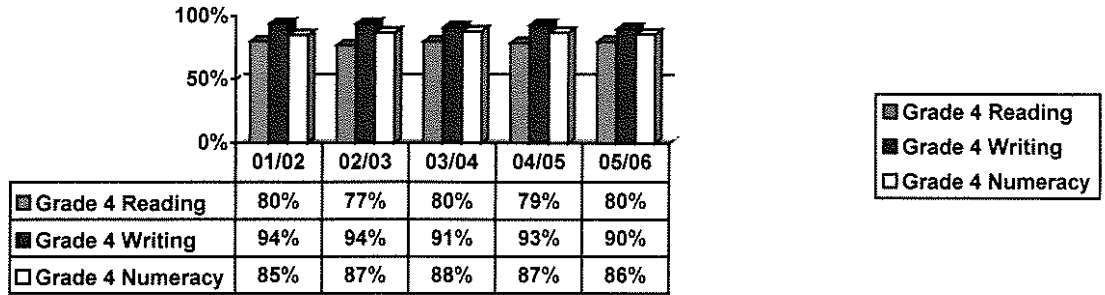
Grade 4 FSA Results - Aboriginal Students - Province
Meeting or Exceeding Expectations 2000-2006



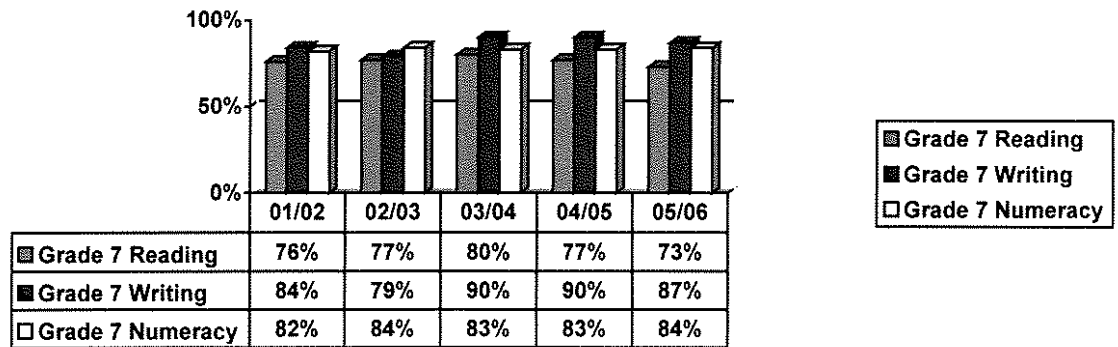
Grade 7 FSA Results - Aboriginal Students - Province
Meeting or Exceeding Expectations 2000-2006



Grade 4 FSA Results – All Students - Province
Meeting or Exceeding Expectations 2001-2006



Grade 7 FSA Results – All Students - Province
Meeting or Exceeding Expectations 2001-2006



Dogwood Completion Rate 2000/2006

