

Aboriginal Education Enhancement Agreement

Preamble

The Aboriginal Education Enhancement Agreement is an agreement between the local aboriginal communities (Status On-Reserve First Nations, Other First Nations, Métis, Inuit, and other off-reserve people of aboriginal ancestry), School District 67 (Okanagan Skaha), and the Ministry of Education of the Province of British Columbia. The Agreement establishes the structures and processes that the parties and other partners commit to use to achieve ongoing improvement in the school achievement of aboriginal learners attending School District 67 (Okanagan Skaha) schools. The goal, indicators, and targets of the Agreement are living dimensions with which the parties will work together in good faith to reflect growth in the outcomes which are ambitious, meaningful, relevant, realistic and attainable for the program and the learners.

The Aboriginal Education Planning Council (AEPC) is a partnership between the Penticton Indian Band, the Metis Culture and Heritage Society (Penticton), the Elders Council of the Penticton Indian Band, the Ooknakane Friendship Centre, and School District 67 (Okanagan Skaha). This Aboriginal Education Enhancement Agreement has been developed and will be implemented with the guidance and approval of the AEPC with the vision and spirit of improving the educational success of all aboriginal learners within the School District's jurisdiction. The Agreement has been guided by the positive support and advice of the Aboriginal Education Branch of the Ministry of Education.

The AEPC and School District acknowledge and honour the special relationship that exists with the First Nations in whose traditional territories they operate. They recognize and honour the historical and critical importance original peoples place on preservation of their language and culture. This Agreement acknowledges and honours the special relationship with the Syilx People of the Okanagan First Nation.

Notwithstanding the aforementioned obligations, AEPC acknowledges the collective responsibility for the success of all aboriginal learners attending school in School District 67 (Okanagan Skaha). In respect and honour of all aboriginal communities we intend, with their participation and wisdom, to continue to develop appropriate and meaningful educational programs for the benefit of all aboriginal learners.

This Agreement recognizes the progress made over the last decade in improving the respectful and productive working relationship of the partners. The Agreement reflects the success of the Aboriginal Education Programs at the elementary, middle, and secondary levels in the schools across the School District, but further affirms the parties' commitment to the continued growth of the program and continued improvement of the classroom and school success achieved by aboriginal learners. The Agreement also signals the beginning of a new time when the aboriginal community's voice and influence in the education of its children will be enhanced through the Aboriginal Education Planning Council.

Aboriginal Education Planning Council

Purpose

The Enhancement Agreement provides the framework for the Aboriginal Education Planning Council partners (Penticton Indian Band, the Metis Culture and Heritage Society (Penticton), the Elders Council of the Penticton Indian Band, the Oonkanane Friendship Centre and School District 67 (Okanagan Skaha)) to *work together for student success*.

1. To improve school achievement for children of aboriginal ancestry;
2. To improve the services delivered to aboriginal learners both through the aboriginal education program and through the core instructional services of schools;
3. To honour and support the history, culture and language of the Syilx People of the Okanagan First Nation whose traditional territories are served by School District 67 (Okanagan Skaha);
4. To respect and affirm the diverse histories and cultures represented in our aboriginal student population; including, but not limited to, the First Nations, Inuit and the Metis;
5. To collaboratively recognize the current level of student achievement and collectively plan to improve that achievement level; and
6. To increase the capacity, participation, and influence of the aboriginal community in decision making regarding aboriginal education.

Definition

Aboriginal peoples are recognized in the revised Canadian Constitution 1982, and include people of First Nation, Metis, and Inuit ancestry. For the purposes of this agreement, aboriginal students are school age students who have self-identified as having aboriginal ancestry.

Principles

1. The performance areas selected for improvement are those where there is assurance that the data can be:
 - a. Tracked with integrity;
 - b. Tracked over time;
 - c. Effectively used to implement programs and services.

The data used and the assessment of that data will be reported annually to the Aboriginal Education Planning Council (AEPC), its constituent partners, the Penticton Indian Band Council, and to the Education Committee of the Board of School Trustees.

2. The processes and structures of the Aboriginal Education Planning Council are one part of the ongoing effort to improve the working relationship between local aboriginal communities, parents / guardians, and the school district and its personnel. The improved working relationship requires perseverance, understanding, and commitment from all of the partners in the education of aboriginal learners.

Performance Goals, Measures of Progress and Student Achievement Targets

1. **Goal:** To improve the literacy of learners of aboriginal ancestry.

Indicator(s):

- a. The percentage of aboriginal students who are reading at grade level three years after receiving Early Literacy Intervention will be monitored and tracked.
- b. The assessment data in use for the District Literacy goal will be aggregated for aboriginal learners and tracked for improvement over time.

Target:

- a. The District has baseline data regarding the total population. The Literacy Work Group will develop baseline data and processes to collect ongoing data for children of aboriginal ancestry served through Early Literacy Intervention for September, 2006.
 - b. The target will be developed during the 2006-2007 school year.
2. **Goal:** To improve the numeracy of learners of aboriginal ancestry.

Indicator(s):

- a. The percentage of aboriginal students who are demonstrating numeracy at grade level three years after receiving Early Numeracy Intervention will be monitored and tracked. The assessment data in use for the District Numeracy goal will be aggregated for aboriginal learners and tracked for improvement over time.
- b. The percentage of aboriginal students achieving at or above grade level on FSA Numeracy assessments at grades 4 & 7.

Target:

- a. Baseline data does not exist for this indicator for either the general population or the aboriginal population. This will be established and targets determined during the first year of the Agreement .
 - b. The baseline average for grade 4 for 2001-2004 is 79% for aboriginal learners and is 63% for grade 7 aboriginal learners. The FSA data has not existed long enough to provide a true baseline or trend. A baseline and target will be established by the AEPC in consultation during the first year of the agreement.
3. **Goal:** To improve the grade transition rate for learners of aboriginal ancestry.

Indicator(s):

- a. The transition rates at critical grades (6, 8, 9, 11 and 12) will be monitored and tracked.

Target: Baseline data exists for this indicator. The trend would be that a smaller percentage of aboriginal learners move on to the next grade as the grade level increases. Significant decrease in transition rate is clear from grade 9 and grade 11. These indicate that the transitions to high school and the transition to grade 11 are relatively unsuccessful. The target is to increase the percentage of students transitioning to grade 10 and grade 12 by 3% each year for five years.

4. **Goal:** To improve the schooling success rate for learners of aboriginal ancestry.

Indicator(s):

- a. The percentage of aboriginal learners achieving a passing average grade point average will be tracked at grades 6,8,9,11and 12 over time.
- b. The rate of aboriginal student participation in extra-curricular and leadership programs will be tracked qualitatively.

Target:

- a. Baseline date will be collected in June, 2006. Targets will be developed early in 2006-2007.
- b. As above.

5. **Goal:** To improve the Dogwood graduation certificate completion rate for learners of aboriginal ancestry.

Indicator(s):

- a. The Dogwood completion rate will be monitored and tracked.

Target: Baseline data exists and shows a clear improving trend parallel to the provincial trend for the general population. The target is that 75% of aboriginal learners will earn the Dogwood graduation certificate by 2011.

6. **Goal:** To increase the awareness and appreciation of aboriginal history and culture by both the aboriginal and general populations of students.

Indicator(s):

- a. The measure of this goal will be developed and baseline data determined during the first year of the Enhancement Agreement.

Target:

- a. The measure of this goal will be developed and baseline data determined during the first year of the Enhancement Agreement.

7. **Goal:** To increase the number of students of aboriginal ancestry who are enrolled in and complete post secondary transition programs such as careers exploration, work experience, career preparation, and/or apprenticeship programs.

Indicator(s):

- a. The measure of this goal will be developed and baseline data determined during the first year of the Enhancement Agreement.

Target: see above.

Implementation

1. This agreement will be in effect from September 1, 2006 until June 30, 2011.
2. Baseline data will be collected for 2005-2006, and for three years previous if available.
3. The 2006-2007 school year will be the first performance year.
4. Targets will be further developed for the performance goals by the AEPC in consultation with parents, students, and staff of the Aboriginal Education Program during the 2006-2007 school year.
5. Sources such as Targeted Aboriginal Education funding, appropriate external grants, the local expertise of the local aboriginal education communities, and the core resources of the District will provide resources for the implementation of the Agreement.
6. Continuous improvement of the Aboriginal Education program and student progress will be achieved through collaboration on the AEPC and through ongoing collaboration and shared decision making between the District, the aboriginal communities, and the AEPC.

7. As part of the annual preliminary budget development process, the school board shall provide the Aboriginal Education Planning Council with an opportunity for input on the allocation of educational services, programs, staff and resources in the schools for the upcoming year and matters contained in the school board's accountability contract relating to the schools.

8. The Aboriginal Education Planning Council will submit an Annual Progress Report to the Board of School Trustees of School District 67 (Okanagan Skaha) by May 31 of each year to communicate progress, targets, and strategies for the following school year. This report will also be provided to all constituent groups of the AEPC.

**Appendix A: Data
Aboriginal Education - Indicators of Progress Toward Goals**

| | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Early Literacy Intervention: % reading at grade level after 3 years | | | | | | | |
| FSA: Reading Percent meeting grade expectations | | | | | | | |
| Grade 4 | 69 | 70 | 56 | 68 | | | |
| Grade 7 | 85 | 48 | 74 | 56 | | | |
| English 12: Participation % | 69 | 65 | 61 | | | | |
| English 12: Success % | 100 | 91 | 67 | 100 | | | |
| Communication 12: Participation % | 54 | 47 | 100 | | | | |
| Communication 12: Success % | 100 | 63 | 89 | 88 | | | |
| FSA: Writing Percent meeting grade expectations | | | | | | | |
| Grade 4 | 93 | 92 | 76 | 79 | | | |
| Grade 7 | 76 | 61 | 87 | 76 | | | |
| FSA: Numeracy Percent meeting grade expectations | | | | | | | |
| Grade 4 | 81 | 82 | 78 | 72 | | | |
| Grade 7 | 62 | 61 | 68 | 59 | | | |
| Early Numeracy: % achieving at grade after 3 years | | | | | | | |
| Transition Rate % from: | | | | | | | |
| Grade 6 | 100 | 97 | 98 | 100 | | | |
| Grade 7 | | | | 96 | | | |
| Grade 8 | 89 | 90 | 100 | 83 | | | |
| Grade 9 | 97 | 83 | 74 | 90 | | | |
| Grade 10 | 76 | 72 | 83 | 89 | | | |
| Grade 11 | 42 | 40 | 63 | 53 | | | |
| Retention of Class of 2003 | | | | | | | |
| Grade 8 | 100 | | | | | | |
| Grade 9 | 97 | | | | | | |
| Grade 10 | 88 | | | | | | |
| Grade 11 | 80 | | | | | | |
| Grade 12 | 50 | | | | | | |
| Completion | 54 | | | | | | |

| | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 6 Year Dogwood Completion Rate | 50 | 50 | 54 | 65 | | | |
| Grade 12 Completion Rate | 84 | 93 | 94 | 100 | | | |
| First Time Grade 12 Completion Rate | 77 | 63 | 78 | 79 | | | |
| Grade 10 Provincial Exams: Pass Rate | | | | | | | |
| English 10 | | | | 83 | | | |
| English 10 Participation | | | | 43 | | | |
| Essentials of Math 10 | | | | 75 | | | |
| Essentials of Math Part. | | | | 29 | | | |
| Principles of Math 10 | | | | 90 | | | |
| Principles of Math 10 Part. | | | | 36 | | | |
| Science 10 | | | | 60 | | | |
| Science 10 Participation | | | | 54 | | | |

Appendix B

The Aboriginal Education Planning Council Constitution

Committee Name

- a. Aboriginal Education Planning Council

Membership

- a. Penticton Indian Band Education Director
- b. Penticton Indian Band Council Representative
- c. Ooknakane Friendship Centre Representative
- d. Metis Heritage and Culture Society Representative
- e. School District No. 67 Superintendent or designate (non-voting)
- f. Okanagan Skaha Principals'/Vice-Principals' Association Representative
- g. Aboriginal Education Staff Representative
- h. Administrator, Aboriginal Education Program
- i. Trustee
- j. Elders, Penticton Indian Band (2)
- k. Elder, Metis (1)
- l. Students (2)
- m. Members at large: Parents / family of aboriginal ancestry children / other persons of aboriginal ancestry (up to 5), appointed annually by the Aboriginal Education Parent Advisory Council (PAC) or, in its absence, by the Aboriginal Education Planning Council.
- n. Observer Participants (non-voting)

Changes to the Planning Council Membership

- a. Additional organizations representing the local aboriginal community(s) can be added to the Aboriginal Education Planning Council by the agreement of the signatories to the Agreement following the majority support by the current AEPC of a written motion of support for the change.
- b. The above motion must be provided to all standing members of the AEPC in writing accompanied by at least 10 working days notice of the AEPC meeting at which the motion will be considered.

Term

- a. Members will be appointed annually in September or at the discretion of represented groups.

Selection of Members

- a. Members representing an organization or body would be appointed by that body using that body's democratic processes
- b. Members at large will be appointed by the AEPC unless there is a structure for an election
- c. Attendees who are not appointed members of the AEPC will attend as observer participants

Attendance & Quorum

- a. Unless specifically an in camera meeting dealing with confidential personnel or financial items, meetings will be open
- b. A quorum will be comprised on a minimum of six voting members of the Council.
- c. Voting members absent for more than 50% of the regular meeting held in a given school year may be replaced.

Minutes

- a. Minutes will be kept of each meeting
- b. Copies of the minutes will be distributed to appointed members
- c. Copies of the minutes will be available to others on request

Decision-making

- a. Generally by consensus
- b. The minutes will reflect when consensus was not attainable
- c. By vote on the Progress Report
- d. Only appointed members may move/ second motions
- e. Only appointed members of the committee will be able to vote
- f. All attendees will be welcome to speak to issues and motions
- g. Motions voted on will be recorded in the minutes
- h. Generally a simple majority will be required to pass a motion
- i. Substantive motions will be decided by a quorum reflective of aboriginal interests
- j. Final decisions on the Progress Report will require a 2/3 majority
- k. The chair may vote

Mandate

The role of the Aboriginal Education Planning Council is to:

- a. Prepare and submit to the Board a program plan (Aboriginal Education Progress Report) by April 1 of each year for improving student achievement and other matters contained in the Board's accountability contract (District Progress Report) that relate to that program;
- b. Consult on matters referred to it by the school board, superintendent or the superintendent's designate; and
- c. Consult on matters referred to it by aboriginal parents, students, the aboriginal community, principals, and district employees in the program in respect of improving student achievement and matters contained in the school district accountability contract.

The following are not within the mandate of the Aboriginal Education Planning Council:

- a. Personal and confidential information on students, parents, teachers and other employees;
- b. Performance or conduct of individual employees, students and parents;
- c. Terms and conditions of individual employment contracts; and
- d. Activities beyond the advisory and consultative roles set out in the School Act and this policy.

In order to carry out its mandate, the committee may:

- a. Receive information on but not restricted to aboriginal enrolment, district aboriginal programs, district aboriginal staffing, targeted aboriginal funding, district aboriginal education program budget, Ministry of Education aboriginal education matters and aboriginal student achievement outcomes
- b. Meet with district aboriginal education staff with their supervisor
- c. Make decisions on district aboriginal programs, district aboriginal staffing, targeted aboriginal funding, district aboriginal education program budget, and other local Ministry of Education aboriginal education matters for inclusion in the annual Aboriginal Education Progress Report

Acceptance, Rejection & Modification

- a. In order for the proposed Aboriginal Education Progress Report to be adopted by the school board, it must derive from the school district accountability contract, be in harmony with the school district strategic directions framework and be consistent with school district policies.
- b. If the school board rejects or modifies a proposed progress report, it shall provide reasons to the Aboriginal Education Planning Council.

Meeting Notice and Schedule

- a. The committee will meet at least four times during each school year.
- b. Notice of meeting will be provided to appointed members.
- c. Notice of meeting will include a draft agenda.

Chairperson of the Committee

- a. The Council will elect a chairperson from the appointed members at the first meeting of each school year