

*Maple Ridge – Pitt Meadows
School District No.42
Aboriginal Education*



*Annual Report
2009 – 2010 School Year*

January 11, 2011

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District No. 42 Aboriginal Education Annual Report 2009 - 2010

This annual report is presented to the Aboriginal Advisory Committee, School District No. 42, and the Ministry of Education in fulfillment of the accountability process incorporated into the Aboriginal Enhancement Agreement.

INTRODUCTION

School District No. 42 lies within the traditional territory of the Katzie First Nation and the Kwantlen First Nation. The school district serves the communities of Maple Ridge and Pitt Meadows. Approximately 96% of the Aboriginal student population are off-reserve living in the Maple Ridge - Pitt Meadows community.

ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT OVERVIEW

The Aboriginal Enhancement Agreement is an agreement between School District No. 42, the Aboriginal Community and the Ministry of Education. The purposes of this agreement are to:

- facilitate excellence and the success of all Aboriginal learners at all grade levels.
- promote the importance of cultural education in order to increase the academic and social success of Aboriginal students.
- meet the needs of Aboriginal learners by maintaining and expanding meaningful academic, trades and cultural programs where possible while providing the resources for success.
- continue to build relationships in our schools that are welcoming and supportive of Aboriginal children, their families and the Aboriginal community.

Maple Ridge - Pitt Meadows School District No. 42 was the third district in the province to initially sign an Enhancement Agreement between School District No. 42, the Aboriginal Education Advisory Committee and the Ministry of Education in 2000. The purpose of this agreement is to enhance the education of Aboriginal learners in order to facilitate excellence at all grade levels. The second agreement was signed on January 25th, 2006 to be in effect from July 1st, 2005 to June 30th, 2010. On March 3rd, 2010, School District No. 42 became the first school district in British Columbia to sign their third Aboriginal Enhancement Agreement in effect from July 1st, 2010 to June 30, 2010.

GOAL 1: TO IMPROVE ABORIGINAL STUDENTS' SUCCESS

- Objective 1.1 Literacy: Improve reading and writing skills at all grade levels.
- Objective 1.2: Numeracy: Improve numeracy skills at all grade levels.
- Objective 1.3: Increase Grade to Grade Transition Rates.
- Objective 1.4: Increase Graduation and Successful School Completion Rates.

GOAL 2: TO IMPROVE ABORIGINAL STUDENTS' SENSE OF BELONGING

- Objective 2.1: Enhance Aboriginal students' sense of belonging.
- Objective 2.2: Increase the knowledge of and respect for aboriginal culture and history for all students.

The objectives listed under Goal 1 are those that were included in the first two enhancement agreements. The objectives under Goal 2 have been added based on a lengthy engagement of communication and consultation with the Aboriginal community and the Aboriginal Advisory.

SCHOOL DISTRICT NO. 42 COMMUNITY PROFILE

School District No. 42 encompasses the communities of Maple Ridge, population of approximately 60,000 and Pitt Meadows, population of approximately 20,000. Maple Ridge lies on the north shore of the Fraser River nestled against the Coast Mountains. The Maple Ridge community consists of rural areas such as Ruskin, Whonnock, Webster's Corners, fast growing suburban areas of development in the east near Albion and the central core area which includes the historic town of Haney. The district of Pitt Meadows is located on the north bank of the Fraser River between Port Coquitlam and Maple Ridge. Pitt Meadows consists of a large rural area still held in the agricultural land reserve (ALR) as well as a suburban, bedroom community of Vancouver. The Katzie First Nation reserve is located in Pitt Meadows. The district consists of 22 elementary schools, 6 secondary schools, an alternate school, an adult learning centre, a virtual school (connected learning community) as well as a number of alternative programs. School District No. 42's overall student enrollment has declined and over the past over the past few years now is relatively constant, however the on-reserve aboriginal student population has continued to decline. The total aboriginal student population has increased over the past three years, but more significant is that the as a percent of the total student population, the aboriginal student population has increased every year for the past five years. There are 42 students enrolled who are on reserve coming from the Katzie First Nation. There are currently no students attending from Kwantlen First Nation.

SCHOOL DISTRICT NO. 42 STUDENT POPULATION

School Year	All Students in SD No. 42	Aboriginal Students in Aboriginal Programs	Aboriginal Students on Reserve	% Aboriginal Students in SD No. 42
2004/05	15,871	951	72	5.99
2005/06	15,721	946	60	6.02
2006/07	15,515	935	58	6.03
2007/08	15,358	955	54	6.22
2008/09	15,355	988	53	6.43
2009/10	15,357	1015	42	6.61

ABORIGINAL EDUCATION ADVISORY COMMITTEE MEMBERS

Katzie First Nation	Kwantlen First Nation
Urban Aboriginal Community	Metis Community
Aboriginal Students	Anishnaabe Place
Aboriginal Support Workers	District No. 42 Board of Education
District No. 42 Superintendent's Department	District No. 42 Principals/Vice Principals
District No. 42 Aboriginal Education Department	

ABORIGINAL EDUCATION STAFF

Aboriginal Education District Staff

Principal, Aboriginal Education	Dr. Doug Hoey
Administrative Secretary	Mrs. Carmen Brittain
Sr. Aboriginal Support Worker	Mrs. Annette McComb
Aboriginal Youth Worker	Mrs. Mandy Gauley
Aboriginal Cultural Worker	Mr. Quentin Harris

Aboriginal Resource Teachers

Mrs. Cathy Crook	Mrs. Romana Moore	Mrs. Marg MacGillivray
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Elementary Aboriginal Support Workers

Ms. Janna Dahlin	Ms. Monique Duclos	Mrs. Robbi Lamour
Ms. Anita Sandy	Ms. Kate Thicke	Ms. Kathleen Williamson

Secondary Aboriginal Support Workers

Ms. Bev Charlie	Ms. Ricky Jennings	Ms. Wendy Lawrence
Mrs. Corrina Miller	Mrs. Nathalie Piocza	Mrs. Patti Williams

On-Call Aboriginal Support Workers

Ms. Lisa Adair	Ms. Sherri Brittain	Ms. Natalie Robertson
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ABORIGINAL EDUCATION DEPARTMENT OVERVIEW

The Aboriginal Education Resource Teacher's Role

The three Aboriginal Education Resource Teachers provide support which is additional to any other programs and services to which an Aboriginal student is eligible. The Aboriginal Education Resource Teachers are district resource teachers who:

- provide itinerant direct service support to Aboriginal students (K-2) identified as being at risk in the areas of literacy or numeracy.
- collaborate with classroom teachers (K-7), school-based support teachers and district support staff (speech and language, gifted, etc.) which may include providing aboriginal resources to enhance the curriculum.
- assist with student identification/early intervention and school based assessments.
- assist in planning, adapting and implementing individual and group activities to build students' self-esteem and academic success.
- provide leadership and direction for Aboriginal Support Workers in order to foster educational success for all Aboriginal students.

The Aboriginal Support Worker's Role

The 14 Aboriginal Support Workers (ASWs) play a very important role in the success of ALL Aboriginal students. They work in 1, 2 and sometimes 3 schools depending on the Aboriginal student population and need in each location. Consistent with the guidelines provided by the Ministry of Education, the support provided is additional to any other programs and services to which an Aboriginal student is already eligible. Aboriginal Support Workers help with the Aboriginal self-identification process in September and throughout the year ASWs:

- help to foster a sense of belonging.
- offer academic support in and/or out of the classroom.
- maintain a liaison between home and school.
- act as a cultural resource person.
- provide information regarding opportunities for students of Aboriginal ancestry such as scholarships, employment, etc.

Aboriginal Youth Worker's Role

The Aboriginal Youth Worker is a liaison between the school, the family and the community resource network. Her role is to support students and families dealing with issues that are interfering with success in school. She works with both elementary and secondary students and their families.

Sr. Aboriginal Support Worker's Role

The Senior Aboriginal Support Worker provides support to all ASW's. She also works with many students and families across the district with a particular focus on supporting students at-risk of not succeeding in a variety of areas working with the Keeping Kids in School District team

Aboriginal Cultural Mentor's Role

The Aboriginal Cultural Mentor provides classroom sessions, workshops and after school classes on a wide variety of aboriginal culture and history including:

- Directed Drawing.
- Individual or Group Painting and Carving
- Animal Mobiles and River of Salmon
- Button Blankets for all ages

All of these activities are hands-on and involve teachings about aboriginal culture and history.

GOALS, INDICATORS AND TARGETS

The data for assessing the targets is presented each year in this School District #42 annual report on Aboriginal students. The report provides the opportunity to review information on student achievement and to consider the supports and structures needed to promote and enhance success for all Aboriginal students.

- Goals, and the objectives identified specific to each goal, provide the direction needed to improve the success of Aboriginal students. They must be measurable and focus on student outcomes. The performance goals and objectives selected are those where there is confidence that the data can be tracked with integrity, tracked over time and effectively used to implement appropriate interventions.
- The indicators identify student progress for each goal and/or objective and provide specific data so that progress can be tracked.
- Targets are determined from baseline data. They are assessed annually to determine whether they are realistic and attainable.
- It is important to remember that not everything that is worthwhile can be measured, and not everything that can be measured is worthwhile.

PERFORMANCE GOALS

The goal and objectives targeted for student improvement in the 2005 – 2010 Enhancement Agreement for Aboriginal learners from kindergarten to Grade 12 were:

Goal 1: To improve Aboriginal Students' success in School District No. 42.

- Objective 1.1: Literacy: Improved reading and writing skills at all levels
 - Objective 1.1A: Grade 3 DART
 - Objective 1.1B: Grade 6 DART
 - Objective 1.1C: Grade 8 DART
 - Objective 1.1D: Foundation Skills in Reading and Writing
 - Objective 1.1E: English / Communication Courses, Grades 10/12
- Objective 1.2: Numeracy (including Science): Improved numeracy skills at all levels
 - Objective 1.2A: Foundation Skills in Numeracy
 - Objective 1.2B: Mathematics and Science Courses at Grade 10
- Objective 1.3: Increased graduation rates based on Dogwood completion rates
- Objective 1.4: Increased Transition rates based on grade-to-grade transitions

The second goal and objectives added to the 3rd Enhancement Agreement were already being addressed in the 2009/10 year.

Goal 2: To Improve Aboriginal Students' Sense of Belonging in School District No. 42

- Objective 2.1: Enhance Aboriginal students' sense of belonging.
- Objective 2.2: Increase the knowledge of and respect for aboriginal culture and history for all students.

ACHIEVING THE ENHANCEMENT AGREEMENT GOALS

POSITION	LITERACY/NUMERACY
Aboriginal Resource Teachers	Direct Instruction: K-2, literacy network, resource development, ASW support/ mentorship/leadership
Senior Aboriginal Support Worker	ASW mentorship/leadership, academic support, school connections
Elem. Aboriginal Support Worker	Academic support, K to grade 7
Sec. Aboriginal Support Worker	Academic support, grade 8 to 12
POSITION	TRANSITION/GRADUATION
Aboriginal Resource Teachers	ASW program planning, co-ordination and support, staff Pro-D
Sr. Aboriginal Support Worker	District educational options, school completion, transition planning
Elem. Aboriginal Support Worker	Family-community-school connection, transition planning
Sec. Aboriginal Support Worker	Family-community-school connection, school completion, transition planning
POSITION	CONNECTION/CULTURE
Aboriginal Resource Teachers	Consultation, leadership, support
Sr. Aboriginal Support Worker	Community network liaison, individual cultural contributions
Elem. Aboriginal Support Worker	Individual cultural contributions, after school program 3x/week
Sec. Aboriginal Support Worker	Individual cultural contributions, mentoring program
Aboriginal Youth Worker	Family-community-school connection, community network liaison
Aboriginal Cultural Mentor	Individual, class, school-wide and after school cultural activities

S.D. No. 42 ABORIGINAL EDUCATION AT A GLANCE

Grade	Academic and/or Cultural Support
K to 7	Elementary Aboriginal Support Workers provide academic and cultural support at each of the one to four schools that they are responsible for.
8 to 12	Secondary Aboriginal Support Workers provide academic and cultural support at each of the one or two schools that they are responsible for.
K to 2	Three Aboriginal Resource Teachers provide direct early literacy support to K- 2 students in a trimester model.
K to 7	Three Aboriginal Resource Teachers also provide support to students, teachers and Aboriginal Support Workers in all of the schools in their region.
4 and 5	The 'My Story' project has students investigate their ancestry and develop a story about a person significant to them such as a parent, grandparent, aunt, uncle, etc. It includes the use of a class set of laptop computers for a period of 5 to 6 weeks.
4 and 7	Xa:ytem (Hatzic Rock): Students have the opportunity to experience aboriginal history and culture at one of the oldest archaeological sites in North America.
6	IGNITE Academy: IGNiting Interest in Technology and Engineering for grade 6 aboriginal students at a four day camp held each June.
7 to 8	Elementary and Secondary ASWs work together along with the Aboriginal Resource Teachers to help students with the transition from elementary to secondary school.
9 to 12	The 'Strengthening the Circle' Aboriginal Youth Leadership Conference is an opportunity for students to learn more about their history and culture as well as develop leadership skills.
K to 12	Pole carving projects have been established in 4 elementary schools and 2 secondary schools for all members of each school's community to learn about and experience aboriginal history and culture while carving a pole which will become a permanent fixture at the school.
K to 12	Mandy Gauley, our Aboriginal Youth Worker, is a liaison between the school, the family and the community resource network. Her role is to support students and families dealing with issues that are interfering with success in school. She works with both elementary and secondary students and their families.
K to 12	Annette McComb, our Senior Aboriginal Support Worker, provides support to all ASW's. She works with students and families across the district with a focus on supporting students at-risk of not succeeding in a variety of areas with the Keeping Kids in School District team.
K to 12	Quentin Harris, our full time Cultural Mentor, teaches hands-on experiential Aboriginal cultural classroom lessons, after school sessions and special activities.
K to 12	The Spirit of Our Children carving project was completed by approximately 675 aboriginal student carvers and was unveiled at the 3 rd Enhancement Agreement signing ceremony. It is now on permanent display in the entrance to the District Education Office.

INDICATORS OF PERFORMANCE

GOAL 1: To Improve Aboriginal Students' Success In School District No. 42.

OBJECTIVE 1: LITERACY: Improved reading and writing skills at all levels

Objective 1.A: Grade 3 District Assessment Reading Tool (DART). The District Assessment Reading Tool (DART) was piloted in 2004/05 (spring) and data has been collected from June 2006 on.

Grade 3 DART	June '06	June '07	June '08	June '09	June '10
Not Yet Meeting Expectations					
All Students	9%	7%	9%	8%	7%
Aboriginal	9%	9%	22%	12%	27%
Minimally Meeting Expectations					
All Students	45%	40%	40%	45%	41%
Aboriginal	45%	48%	46%	46%	42%
Fully Meeting Expectations					
All Students	43%	47%	45%	46%	51%
Aboriginal	43%	39%	31%	41%	31%
Exceeding Expectations					
All Students	4%	6%	6%	2%	2%
Aboriginal	4%	4%	2%	0%	0%

The small cohort of Aboriginal students at each grade level impacts the quality of the data for a direct comparison. The increase in the percentage of aboriginal students 'Not Yet Meeting Expectations' (27%) and the decrease in the percentage of aboriginal students 'Fully Meeting Expectations' (31%) at grade 3 are both of concern and are comparable to the 2008 levels.

Objective 1.B: Grade 6 District Assessment Reading Tool (DART)

Grade 6 DART	June '06	June '07	June '08	June '09	June '10
Not Yet Meeting Expectations					
All Students	6%	7%	10%	8%	8%
Aboriginal	20%	10%	15%	14%	14%
Minimally Meeting Expectations					
All Students	57%	52%	54%	51%	56%
Aboriginal	54%	61%	58%	53%	52%
Fully Meeting Expectations					
All Students	32%	37%	34%	38%	33%
Aboriginal	27%	28%	24%	33%	31%
Exceeding Expectations					
All Students	4%	4%	3%	3%	3%
Aboriginal	0%	1%	3%	0%	1%

All of the Aboriginal grade 6 results are again this year within 6% or less when compared to the results for 'All Students' and very comparable to the previous 4 years of data.

Objective 1.C: Grade 8 District Assessment Reading Tool (DART)

Grade 8 DART	June '06	June '07	June '08	June '09	June '10
Not Yet Meeting Expectations					
All Students	11%	9%	10%	14%	10%
Aboriginal	20%	17%	23%	13%	18%
Minimally Meeting Expectations					
All Students	36%	46%	44%	46%	56%
Aboriginal	45%	48%	50%	53%	52%
Fully Meeting Expectations					
All Students	41%	41%	40%	34%	27%
Aboriginal	34%	31%	25%	32%	26%
Exceeding Expectations					
All Students	12%	4%	7%	6%	7%
Aboriginal	1%	4%	2%	1%	4%

The increase in the percentage of aboriginal students 'Not Yet Meeting Expectations' (18%) and the decrease in the percentage of aboriginal students 'Fully Meeting Expectations' (26%) at grade 8 are both of concern.

SUMMARY: District Assessment Reading Tool (DART) - Students Meeting Expectations

This is a combined total of students who are Minimally Meeting Expectations, Fully Meeting Expectations and Exceeding Expectations.

DART SUMMARY	2005/06	2006/07	2007/08	2008/09	2009/10	5 yr. avg.
Grade 3 Meeting Expectations						
All Students	91%	93%	91%	93%	94%	92%
Aboriginal	91%	91%	78%	87%	73%	84%
Grade 6 Meeting Expectations						
All Students	94%	93%	90%	92%	92%	92%
Aboriginal	80%	90%	85%	86%	84%	85%
Grade 8 Meeting Expectations						
All Students	89%	91%	90%	86%	90%	89%
Aboriginal	80%	83%	77%	86%	82%	82%

The small cohort of Aboriginal students impacts the quality of the data for a direct comparison, however the results are reasonably static when viewed over the 5 years. The biggest issue seems to be the consistent difference between Aboriginal student scores compared to 'All Students' scores. Aboriginal students score an average 6% to 8% lower than 'All Students' at all grade levels when calculated as a five year average.

This trend over time is a more valuable indicator of success or lack of it. Since the trend is relatively consistent over the past five years it indicates a need to investigate a change in our instructional practice for all students in general and aboriginal students specifically.

Objective 1.D: Foundation Skills in Reading and Writing - based on the FSA results from the Provincial Government for Grades 4 and 7.

FSA: Reading - Meeting Expectations

Reading	New FSA	2007/08	2008/09	2009/10
Grade 4 All Students	*	72%	49%	65%
Grade 4 Aboriginal	*	71%	35%	61%
Grade 7 All Students	*	68%	41%	54%
Grade 7 Aboriginal	*	57%	37%	43%

FSA: Writing - Meeting Expectations

Writing	New FSA	2007/08	2008/09	2009/10
Grade 4 All Students	*	70%	44%	72%
Grade 4 Aboriginal	*	68%	28%	47%
Grade 7 All Students	*	71%	39%	70%
Grade 7 Aboriginal	*	63%	31%	56%

A new FSA instrument was introduced in February, 2008, and the results from this first assessment are considered baseline data for future assessment comparison. The FSA results in 2009/10 show a marked improvement over those of the previous year for both groups at both grade levels and are close to the baseline scores from 2008. As this instrument and process is still relatively new, a longer period of time is needed to review these annual results for accuracy. The troubling trend however is the consistent discrepancy between the scores for Aboriginal students as compared to 'All Students'.

Objective 1.E: English and Communication Courses at Grades 10 and 12 - the success rates of students in Provincial Examination courses at Grades 10 and 12 based on a blended final grade of C- (pass) or better.

Grade 10 English Blended Final Marks

English 10	Aboriginal			Non-Aboriginal		
School Year	Total # w/final mark	# w/C- or better	% w/C- or better	Total # w/final mark	# w/C- or better	% w/C- or better
2005/06	80	76	95	1245	1188	95
2006/07	96	89	93	1336	1262	94
2007/08	92	89	97	1359	1320	97
2008/09	71	66	93	1268	1195	94
2009/10	82	72	88	1306	1229	94

The small cohort of Aboriginal students impacts the quality of the data for a direct comparison, however the results are still quite positive given that the drop from 93% to 88% represents five students.

Grade 12 English Blended Final Marks

English 12	Aboriginal			Non-Aboriginal		
School Year	Total # w/final mark	# w/C- or better	% w/C- or better	Total # w/final mark	# w/C- or better	% w/C- or better
2005/06	40	38	95	820	804	98
2006/07	37	36	97	928	917	99
2007/08	54	53	98	1006	993	99
2008/09	57	56	98	1019	992	97
2009/10	48	48	100	1122	1102	98

Grade 12 Communications Blended Final Marks

Comm. 12	Aboriginal			Non-Aboriginal		
School Year	Total # w/final mark	# w/C- or better	% w/C- or better	Total # w/final mark	# w/C- or better	% w/C- or better
2005/06	23	22	96	215	210	98
2006/07	21	21	100	186	185	99
2007/08	11	11	100	202	199	99
2008/09	27	26	96	241	239	99
2009/10	25	25	100	220	217	99

The even smaller cohort of Aboriginal students at this grade level in these courses impacts the quality of the data for a direct comparison, however 100% success of Aboriginal students in both of these government exam courses is to be noted.

OBJECTIVE 2: NUMERACY: Improved numeracy skills at all levels including science

Objective 2A: Foundation Skills in Numeracy - based on the FSA results from the Provincial Government for Grades 4 and 7.

FSA Numeracy	New FSA	2007/08	2008/09	2009/10
Grade 4 All Students	*	66%	45%	58%
Grade 4 Aboriginal	*	67%	32%	51%
Grade 7 All Students	*	68%	38%	51%
Grade 7 Aboriginal	*	50%	27%	34%

A new FSA instrument was introduced in February, 2008, and the results from this first assessment are considered baseline data for future assessment comparison. The FSA results for numeracy in 2009/10 also show a improvement over those of the previous year for both groups at both grade levels, however the troubling trend again here is the consistent discrepancy between the scores for Aboriginal students as compared to 'All Students'.

Objective 2B: Mathematics and Science Courses at Grade 10 - the success rates of students in Provincial Examination courses at Grade 10 based on a blended final grade of C- (pass) or better.

Grade 10 Math Principles Blended Final Marks

Math 10 P	Aboriginal			All Students		
School Year	Total # w/final mark	# w/C- or better	% w/C- or better	Total # w/final mark	# w/C- or better	% w/C- or better
2005/06	44	41	93	862	806	94
2006/07	41	37	90	779	708	91
2007/08	42	41	98	847	814	96
2008/09	31	22	71	861	778	90
2009/10	38	33	87	838	774	92

Grade 10 Math Applications Blended Final Marks

Math 10 A	Aboriginal			All Students		
School Year	Total # w/final mark	# w/C- or better	% w/C- or better	Total # w/final mark	# w/C- or better	% w/C- or better
2005/06	Msk	Msk	Msk	104	100	96
2006/07	16	16	100	208	203	98
2007/08	13	12	92	229	220	96
2008/09	11	10	91	192	176	92
2009/10	14	12	86	233	217	93

Grade 10 Math Essentials Blended Final Marks

Math 10 E	Aboriginal			All Students		
School Year	Total # w/final mark	# w/C- or better	% w/C- or better	Total # w/final mark	# w/C- or better	% w/C- or better
2005/06	27	25	93	274	262	96
2006/07	32	29	91	282	271	96
2007/08	29	26	90	303	285	94
2008/09	40	36	90	250	231	92
2009/10	40	32	80	270	240	89

Grade 10 Science Blended Final Marks

Science 10	Aboriginal			All Students		
School Year	Total # w/final mark	# w/C- or better	% w/C- or better	Total # w/final mark	# w/C- or better	% w/C- or better
2005/06	76	65	86	1218	1129	93
2006/07	92	81	88	1288	1190	92
2007/08	86	82	95	1392	1326	95
2008/09	68	61	90	1243	1163	94
2009/10	83	77	93	1258	1184	94

The small cohort of Aboriginal students at this grade level in these courses impacts the quality of the data for a direct comparison, however success rates in all four courses are quite positive and comparable to the success rates for 'All Students'.

OBJECTIVE 3: INCREASED GRADUATION – based on Dogwood completion rates.**Six-Year Completion Rate: District No. 42 vs. Province**

School Year	District No. 42 (%)		Province (%)	
	Aboriginal	All Students	Aboriginal	All Students
2005/06	60.7	75.0	47.7	80.2
2006/07	63.5	77.4	47.3	80.1
2007/08	63.9	75.5	46.9	78.8
2008/09	59.3	76.7	48.8	79.2
2009/10	62.0	77.6	50.4	79.7

Six-Year Completion Rate: District No. 42 Comparison

School Year	Aboriginal	All Students	Difference
2005/06	60.7	75.0	14.3
2006/07	63.5	77.4	13.9
2007/08	63.9	75.5	11.6
2008/09	59.3	76.7	17.4
2009/10	62.0	77.6	15.6
Avg. over 5 years	61.9	76.4	14.5

The Six-Year Completion rate is the percent of Grade 8 students who graduate with a Dogwood Certificate. It is NOT the inverse of a “dropout rate” as students may graduate after the six-year period. This rate for aboriginal students has remained relatively stable over the past five years, as has the discrepancy between Aboriginal versus ‘All Students’. Although the district rate compares favourably to the provincial rate, the discrepancy within the district is still of concern.

Eligible to Graduate: District No. 42 vs. Province

School Year	District No. 42 (%)		Province (%)	
	Aboriginal	All Students	Aboriginal	All Students
2005/06	91	94	89	95
2006/07	95	93	87	94
2007/08	92	95	90	95
2008/09	93	94	90	95
2009/10	94	96	89	95

Eligible to Graduate: District No. 42 Comparison

School Year	Aboriginal #	Aboriginal %	All Students #	All Students %
2005/06	49	91	911	94
2006/07	52	95	982	93
2007/08	61	92	1088	95
2008/09	65	93	1065	94
2009/10	63	94	1153	96

This is a measure of grade 12 students who, if they pass all courses in which they have enrolled as of September, will have met all the requirements to graduate, and graduate. This clearly indicates that aboriginal students who are successful to grade 12 are doing very well and will graduate at similar rates to all other students.

OBJECTIVE 4: INCREASED TRANSITION - based on grade-to-grade transition rates

The data represent a cohort of students as they progress from Grade 8 through to Grade 12 completion. Each year out-migration estimates are factored in. If a student leaves for another district, that student's information will be reported in that district's cohort information. Grade transition includes transitions to a higher grade in any school type.

Note: The most recent information available from the Ministry of Education at the time of this report was for the 2008/9 school year.

Successful Transitions (%) from Grade 6 to Higher	2004/5	2005/6	2006/7	2007/8	2008/9
All Students	97	97	96	94	94
Aboriginal Students	98	98	99	99	100

Successful Transitions (%) from Grade 7 to Higher	2004/5	2005/6	2006/7	2007/8	2008/9
All Students	98	98	96	94	96
Aboriginal Students	100	100	100	99	99

Successful Transitions (%) from Grade 8 to Higher	2004/5	2005/6	2006/7	2007/8	2008/9
All Students	96	96	96	96	94
Aboriginal Students	93	95	90	88	93

Successful Transitions (%) from Grade 9 to Higher	2004/5	2005/6	2006/7	2007/8	2008/9
All Students	95	96	94	95	95
Aboriginal Students	86	92	84	87	90

Successful Transitions (%) from Grade 10 to Higher	2004/5	2005/6	2006/7	2007/8	2008/9
All Students	80	82	82	86	88
Aboriginal Students	74	81	68	77	81

Successful Transitions (%) from Grade 11 to Higher	2004/5	2005/6	2006/7	2007/8	2008/9
All Students	81	77	79	82	78
Aboriginal Students	76	74	71	78	72

The small cohort of Aboriginal students impacts the quality of the data for a direct comparison in this measurement as well. Although the transition percentage has been maintained or improved in all grade levels except grade 11, there is a noticeable continuous decline in transition rates for all students from grade 9 to 10, 10 to 11, and 11 on, and for Aboriginal students in particular.

GOAL 2: TO IMPROVE ABORIGINAL STUDENTS' SENSE OF BELONGING

Objective 2.1: Enhance Aboriginal students' sense of belonging.

Objective 2.2: Increase the knowledge of and respect for Aboriginal culture and history for all students.

Xa:Ytem Interpretive Centre (Hatzic Rock)

The Xa:ytem (Hatzic Rock) tours were once again a success for grade four and grade seven students. This year Xa:ytem introduced a new program called "*Stories and Legends*" which was very well received. The Aboriginal Education Department sponsored fifteen elementary schools to attend the half-day workshops throughout the month of November at Xa:ytem, just east of Mission, B.C. This year a total of 629 students shared this worthwhile aboriginal cultural and educational experience. Due to inclement weather and illness in the fall of 2009 there were a number of cancellations which accounts for the decline in participation.

Year	# Schools Represented	# Students Attending
2006 - 2007	15	853
2007 - 2008	18	990
2008 - 2009	16	841
2009 - 2010	15	629

Spirit of Our Children Carving Project

The Aboriginal Education Department of School District No. 42 coordinated the participation of all Aboriginal students in the district to be a part of a Community Carving Project in the previous two years. The project was a part of the Spirit of Wood Festival. All Aboriginal students in District No. 42 were invited to participate in the project at their own school under the direction of Quentin Harris, the Aboriginal Cultural Mentor, along with the Aboriginal Support Worker at the school. The Aboriginal students' portion of the projects was combined with the other sections of the community carving project and they are now on permanent community display at the Maple Ridge Library and in the Pitt Meadows Council Chambers.

In 2009/10 we coordinated our own District Carving Project, the Spirit of Our Children. Lead by master carver and Aboriginal Cultural Mentor Quinton Harris and aided by the Aboriginal Resource Teachers and Support Workers in each school, the carving was completed by 675 aboriginal student carvers across the district. The carving was officially unveiled on March 3rd during the Enhancement Agreement signing ceremony where a secondary Aboriginal student, Aboriginal support worker and administrator from each of our six secondary schools each carried one of the six pages of the Enhancement Agreement on one of the six panels of the Spirit of Our Children carving into the Swan-e-set Longhouse at Katzie First Nation. The carving represented the work now accomplished, and the new Enhancement Agreement represented the work yet to be done. On March 17th, the carving was again unveiled, this time in its permanent location at the front entrance to the School District No. 42 Education Office.

Year	# Schools Represented	# Students Participating
2007 - 2008	28	574
2008 - 2009	28	620
2009 - 2010	29	675

Strengthening the Circle -Aboriginal Youth Conference

On November 3rd and 4th, 2009, twenty-one aboriginal students representing six secondary schools from Maple Ridge – Pitt Meadows attended the eleventh annual Aboriginal Youth Leadership Conference at Newlands Golf and Country Club in Langley. More students were registered to attend, however a significant flu outbreak took place in the fall of 2009. Billy Rogers was once again the conference facilitator and his teachings on leadership, relationships and communication were inspirational. The students worked hard for the two days of the conference and are continuing their work in their own high school communities.

Year	# Schools Represented	# Students Attending
2006 - 2007	6	23
2007 - 2008	6	11
2008 - 2009	6	27
2009 - 2010	6	21

1st Annual Aboriginal Career Fair

The Aboriginal Education Department hosted our first ever District No. 42 Aboriginal Career Fair at Maple Ridge Secondary School (MRSS) on the evening of November 17, 2009 from 6:15 to 8:30 pm with over 200 people in attendance. The evening was co-hosted by MRSS where representatives from post-secondary institutions and agencies across British Columbia provided information to students and their families. Aboriginal representatives and recruiters from many of the institutions provided information regarding opportunities and supports specifically for Aboriginal students.

3rd Annual District No. 42 Aboriginal Achievement Awards

On Tuesday, June 1st, 2010, over 600 students, family members and school district staff gathered at Thomas Haney Centre at the 3rd Annual District 42 Aboriginal Achievement Awards. This was another increase in participation from last year's event. The evening was a wonderful opportunity for the entire community to come together to celebrate our students' success. Plans are underway for the Fourth Annual District 42 Aboriginal Achievement Awards again at Thomas Haney Centre on Tuesday, May 31st, 2011.

Year	Event	# Students Attending	Total Attendance (approx.)
2006 - 2007	30 th Annual Sto:lo Awards	22	40
2007 - 2008	1 st Annual SD 42 Aboriginal Achievement Awards	93	400
2008 - 2009	2 nd Annual SD 42 Aboriginal Achievement Awards	97	540
2009 - 2010	3 rd Annual SD 42 Aboriginal Achievement Awards	110	600

Carving Pole Projects

Carving Pole projects began in October, 2009 in three elementary schools. These 14 foot cedar poles are designed by our Cultural Mentor in consultation with each individual school community. Students then spend varying amounts of time carving including three after school carving clubs. Since our start in three schools, several other schools have joined in and we now have projects underway or in the planning stages in ten locations – one at the Katzie First Nation Band office, and the others at the following schools:

Albion Elementary	Alouette Elementary	Edith McDermott Elementary
Pitt Meadows Elementary	Yennadon Elementary	Garibaldi Secondary
Thomas Haney Secondary	Westview Secondary	Connex Secondary

3rd Annual IGNITE Academy

The Aboriginal Education Department was again successful in offering our 3rd IGNITE Academy in June, 2010. IGNITE stands for IGNiting Interest in Technology and Engineering. This year the camp was again four days long. As part of IBM Canada's national Aboriginal educational support, it was an exciting and very active four days (June 7th to 10th) for the 52 grade six aboriginal students representing 18 elementary schools across our district. The challenging hands-on science and engineering activities over the four days were designed to provide our Aboriginal students an opportunity to build confidence in their technical abilities and to consider pursuing careers in technology. On the afternoon of the 4th day the students proudly presented their projects to parents, teachers, support workers, district staff and IBM representatives. We are proud to say we now run the largest IGNITE Academy in Canada.

Year	# Schools Represented	# Students Attending
2007 - 2008	14	34
2008 - 2009	17	50
2009 - 2010	18	52

National Aboriginal Day

June 21 is National Aboriginal Day and it is celebrated in various ways by our schools. Our Aboriginal Support Workers play an important role in helping to make this day a success. One example is the full school celebration at Edith McDermott Elementary where they created a school wide event with activities both inside and out. Students participated in workshops involving carving, bannock making and aboriginal literature along with a variety of aboriginal artifacts.

2009 – 2010 Staff Professional Development

September 25 th , 2009	Cultural Projects Workshop for the Department
December 11 th , 2009	Mask Making and Culture for the Department
January 21 st , 2010	Aboriginal Curricular Resource Workshop for the District
March 3 rd , 2010	3 rd Enhancement Agreement Signing Ceremony
June 18 th , 2010	Aboriginal Painting Workshop for the Department

2009 – 2010 Agreements and Publications

3rd Aboriginal Enhancement Agreement
 Draft – revised Local Education Agreement
Talking Stick Newsletters – Fall, Winter and Spring
 Aboriginal Education Annual Report

S.D. No. 42 ABORIGINAL EDUCATION OVERVIEW 2006 – 2011

Event	2006-07	2007-08	2008-09	2009-10	2010-11
Ab Ed Student #'s	935 students	955 students	988 students	1015 students	1038 students
Ab Ed Staff Added	---	Senior ASW	Aboriginal CCW	Aboriginal Cultural Mentor	Secondary Resource Teacher
Ab Ed Main Office	Blue Mtn. Elementary	DEO Downstairs	DEO Downstairs	DEO Upstairs	DEO Upstairs expanded
Ab Ed Teachers Location	Blue Mtn. Elementary 1 room	DEO Downstairs shared area	Glenwood 1 shared room	Glenwood 1 shared room	Mt. Crescent 1 office room 1 cultural room
Ab Ed Awards Ceremonies	40 participants	400 participants	540 participants	600 participants	TBA
Ab Ed Ignite Academy		34 students participating	50 students participating	52 students participating	TBA
Ab Ed My Story Program	---	---	9 classes participating	12 classes participating	12 classes participating
Ab Ed Carving Projects	---	574 participants	620 participants	675 participants	---
Ab Ed Completed Carving Locations	---	Maple Ridge Library	Pitt Meadows Council Chambers	SD No. 42 District Education Office	---
Ab Ed Carving Poles	---	---	---	3 locations	10 locations
Ab Ed Signed Agreements	---	---	---	3 rd Enhancement Agreement	2 nd Local Education Agreement
Ab Ed Professional Development	---	- Xay:tem - Katzie Longhouse	- Katzie Longhouse "Pulling Together" - Ab Ed Curriculum	- Hemp & Bead - Bracelets - Masks - Fabric Painting - Ab Ed Curriculum	- Mocassins - Headdresses - Mobiles - Metis Beading - Ab Ed Curriculum
Min. of Ed. Ab Ed Audit				100% compliance	
Ab Ed Publications	- 3 newsletters - 1 annual report	- 3 newsletters - 1 annual report	- 3 newsletters - 1 annual report	- 3 newsletters - 1 annual report	- 3 newsletters - 1 annual report
Other Significant Events	---	- Spirit of the Wood Festival	- Spirit of the Wood Festival - Lt. Gov. Steven Point @ My Story	3 rd Enhancement Agreement - 1 st district in BC to sign	Ab Ed Education Forum w/Lt. Gov. Steven Point

SUMMARY: 2009 – 2010 ANNUAL REPORT

- More students and their families are self-identifying to be of aboriginal ancestry, and our aboriginal student population has continued to grow as a percent of the total student population.
- DART (District Assessment Reading Tool) results at grades 3, 6 and 8, regardless of the scores themselves, illustrate a consistent discrepancy between the scores for Aboriginal students as compared to ‘All Students’.
- F.S.A. (Foundations Skills Assessment) scores at grades 4 and 7, although showing some improvement, also illustrate a consistent discrepancy between the scores for Aboriginal students as compared to ‘All Students’.
- Provincial Required Examination final grades at both grade 10 and grade 12 indicate a similar success rate for aboriginal and non-aboriginal students in both literacy and numeracy courses.
- The six-year completion rate has also remained relatively constant over the past five years for both aboriginal and non-aboriginal students, as has the discrepancy between the two groups which continues to be a concern.
- Although the grade to grade transition percentage has been maintained or improved in all grade levels except grade 11, there is a noticeable continuous decline in transition rates for all students in general and for Aboriginal students in particular from grade 9 to 10, 10 to 11, and 11 on.
- Aboriginal students eligible to graduate are doing very well with success rates comparable to ‘All Students’. Both groups have scored above 90% over the past five years. This clearly indicates that Aboriginal students who are successful to grade 12 are doing very well and will graduate at similar rates to all other students.

2010 – 2011 PRIORITIES AND GOALS

- The trends over time are a valuable indicator of success or lack of it. Since the trends, which are relatively consistent over the past several years, indicate a consistent discrepancy between Aboriginal students as compared to ‘All Students’, they clearly indicate a need to investigate a change in our instructional practice for all students in general and for Aboriginal students specifically.
- A fully integrated district approach is necessary if Aboriginal success rates are to be more aligned with those of the rest of the students in the district. Consequently, every effort will be made to work as closely as possible with district teachers, administrators and support staff toward the success of all students.
- The past emphasis on academic outcomes without a real focus on Aboriginal cultural knowledge or on Aboriginal students’ sense of belonging has not resulted in closing the achievement gap between Aboriginal and non-Aboriginal students. Based on this and recommendations of the Aboriginal Advisory Committee, the Aboriginal Education department has implemented a multi-faceted approach to increasing the level of knowledge and understanding of Aboriginal culture and history for all students.

- Academic support will remain an important component of our program, but it is evident that more is required. It is anticipated that with an increased level of knowledge of, understanding of and respect for Aboriginal culture and history, more Aboriginal students and families will continue to come forward, proud of their ancestry. It is also expected that this will result in increased academic success by aboriginal students as they develop an increased sense of belonging in the schools in our district.
- We will continue to review, add to and revise our programs, services and delivery model with a goal to improving aboriginal student success. It is evident that the primary and intermediate grades have a need for more support. As a result, we are revisiting our current Aboriginal Resource Teachers' role to work toward a more collaborative and differentiated approach including a closer teaming with school support staff to more effectively align Aboriginal Support Workers initiatives with student needs. This will also include some Aboriginal specific curriculum development and both ASW and student leadership/mentorship. We will also add a secondary Aboriginal resource teacher to our staff for 2010/2011 to focus on improved transition rates in grades 8 through 11.
- The addition of a full time Aboriginal Cultural Mentor to the department has supported a greater focus on Aboriginal culture and history. The Aboriginal Education Department is also building capacity within the department through Aboriginal cultural professional development for all staff and by providing the necessary resources to implement these teachings in the schools. A variety of initiatives across the district are also providing additional opportunities for students to learn more about Aboriginal history and culture, such as the pole carving projects, the Spirit Of Our Children carving, the 'My Story' program and the IGNITE Academy.
- Academic support will continue to be offered as it has to date including early literacy intervention provided by the Aboriginal resource teachers and tutorial support provided by the Aboriginal support workers at both the elementary and secondary levels. The Aboriginal Education Resource Teachers are also introducing a variety of curricular materials with significant aboriginal content to teachers and support staff.
- The addition of a number of district wide initiatives has also added to the increased opportunity, participation and awareness of Aboriginal culture and history. Although these initiatives are not directly focused on "improved student achievement", we have aggressively pursued this so that our efforts will result in increased academic success by aboriginal students as they develop an increased sense of belonging in the schools in our district. This is consistent with the second of two goals in our 3rd Enhancement Agreement – "To Improve Aboriginal Students' Sense of Belonging School District No. 42" through an increase in the knowledge of and respect for Aboriginal culture and history for all students.

*This report was prepared by **Dr. D.A. (Doug) Hoey**, Principal of Aboriginal Education, School District No. 42. Any enquiries regarding this document can be forwarded to dhoey@sd42.ca*

Memorandum of Agreement

Maple Ridge Education Enhancement Agreement: Framework

Between

School District No. 42 (Maple Ridge – Pitt Meadows)

and


Aboriginal Education Advisory Committee


and

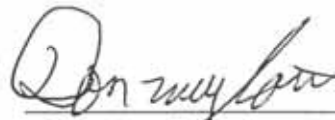
Ministry of Education

January 25, 2006

We, the undersigned, in recognition of our shared responsibility to improve the quality of education of Aboriginal students in School district No. 42 (Maple Ridge – Pitt Meadows), agree that the terms of the attached *Maple Ridge/Pitt Meadows Aboriginal Enhancement Agreement: Framework* form the basis of Aboriginal Education funding for programs and services of District No. 42 for the period of July 1, 2005 to June 30, 2010


 Superintendent of schools
 School District #42


 Chair, Board of School
 Trustees, School district #42



 Secretary-Treasurer
 School District #42


 Chief, Katzie First Nation


 Chief, Kwantlen First Nation


 Metis/Off-Reserve Rep.


 Director, Ab. Ed.
 Enhancement Branch


 Chair, Ab. Ed. Advisory
 Committee

Maple Ridge/Pitt Meadows Aboriginal Education Enhancement Agreement

FRAMEWORK

1. Preamble

The school year 2005-2006 marks the initial year of our second 5 year agreement. The Aboriginal Education Advisory Committee includes representation from School District #42 (Maple Ridge/Pitt Meadows), Katzie and Kwantlen First Nations as well as the off-reserve First Nations Community and the Metis Community. The collective responsibility for promoting the success of all Aboriginal students attending school in School District #42 is acknowledged through this advisory committee.

2. Purpose

The purpose of this agreement is to enhance the education of Aboriginal learners in order to facilitate academic excellence at all grade levels. To this end, we will continue to:

- *promote the importance of cultural education in increasing the academic and social success of Aboriginal students:
- *meet the needs of Aboriginal learners by maintaining and expanding academic programs as necessary while providing the resources (e.g. transportation) for success.
- *continue to build relationships in our schools that are welcoming and supportive of Aboriginal children and their families.

3. Principles

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 implement intervention.

The data for assessing the targets will be reported in the School District #42 *Annual Report on Aboriginal Students*.

4. Performance Goals

The Committee has identified improvement in numeracy and literacy from kindergarten to Grade 12 as the major goal for aboriginal learners. In the initial year, an improvement target will be set. In subsequent years, the improvement target will be based on the previous year's results.

Yearly improvement in student achievement is expected in:

***Primary Literacy**

based on the District Early Literacy Program from Kindergarten to Grade 3 levels.

***Elementary Literacy**

District Reading and Writing Evaluations for Grades 3 and 6 based on a revised format.

***Foundation Skills in Reading and Writing**

based on the FSA results from the Provincial Government for Grades 4 and 7.

***Elementary Numeracy**

based on the FSA results from the Provincial Government for Grades 4 and 7.

***Secondary Literacy**

based on the District Reading Comprehension and Writing results at the Grade 8 level.

***English and Communication Courses**

at Grades 10 and 12 based on the participation and success rates of the Provincial Examinations.

***Mathematics and Science Courses**

at Grade 10 based on the participation and success rates of the Provincial Examinations and local school results.

***Increased Graduation**

based on Dogwood completion rates.

***Increased Retention**

based on grade-to-grade transitions.

5. Stable Indicators of Performance Goals

Primary Literacy - The District Early Literacy Program (Grades Kindergarten to Grade 3) will provide additional assessment and intervention. Progress will be tracked annually. We expect 90% of the students to meet expectations.

Elementary Literacy - Our revised Grades 3 and 6 Reading/Writing Assessment Program will be reported annually. The District will strive to ensure that 90% of the students will meet expectations.

Foundation Skills in Reading, Writing and Numeracy - The District will track the proportion of students meeting grade level expectations on Foundation Skills Assessment (FSA). We will strive to maintain the high levels of achievement in Grade 4 writing and numeracy, and in Grade 7 reading and writing. District focus will be on Grade 4 reading and Grade 7 numeracy in order to have 85% of students meeting expectations.

Secondary Literacy - The District will introduce an assessment of Grade 8 students in Reading Comprehension (DART) and Writing and report results annually. Targets will be set based on the data collected in the initial year.

Participation and Success Rates - in English 10 and 12 and Communications 12. The success rate is the percentage of students enrolled on September 30 who pass the Provincial Exam. In English 10 and Communications 12, the results of the initial year will form the baseline for future enhanced targets. In English 12, the target is to increase the participation rate by 10% over the course of the agreement.

Participation and Success Rates - in Science 10 and Mathematics 10. The District will track the percentage of students enrolled on September 30th who pass the final exam and compare these results with local school marks. In the initial year, the results will form the baseline for future improvement targets.

Increased Graduation - data provided by the Ministry of Education will be used. The rate is an estimate of the percentage of first time Grade 8 students who receive a Dogwood Diploma within 6 years. District will strive to maintain the high level of success and work to increase the graduation rates by 10% by the end of the agreement.

Retention Rates - will be based on the number of students in Grade 8 and the cohort will be charted throughout the grades until that group is eligible to graduate. In the initial year, we anticipate a 4% improvement rate in most grades.



School District No. 42
Maple Ridge - Pitt Meadows



ABORIGINAL ENHANCEMENT AGREEMENT

Between

School District No. 42 (Maple Ridge - Pitt Meadows)

and

the Aboriginal Education Advisory Committee

and

the British Columbia Ministry of Education

Wednesday, March 3rd, 2010

We, the undersigned, recognize and honour our shared responsibility for the success of all Aboriginal students in School District No. 42. We agree that the terms of the attached *School District No. 42 Enhancement Agreement* signify our collective commitment 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.

This agreement is in effect for the period July 1, 2010 to June 30, 2015.

Mike Leon
Chief, Katzie First Nation

Marilyn Gabriel
Chief, Kwantlen First Nation

Corinna Miller
Aboriginal Community Representative

Wendy Lawrence
Metis Community Representative

Natalia Molanus
Aboriginal Student Representative

Margaret MacDiarmid
Ministry of Education Representative

Ken Clarkson
Chair, Board of Education

Jan Unwin
Superintendent of Schools

Wayne Jefferson
Secretary-Treasurer

Doug Hoey
Principal, Aboriginal Education

PREAMBLE

School District No. 42 lies within the traditional territory of the Katzie First Nation and the Kwantlen First Nation. The school district serves all Aboriginal students within the communities of Maple Ridge and Pitt Meadows. School District No. 42 (Maple Ridge - Pitt Meadows) was the third district in British Columbia to sign an Enhancement Agreement between the District, the Aboriginal Education Advisory Committee and the Ministry of Education in 2000. The second agreement was signed on January 25th, 2006 to be in effect from July 1st, 2005 to June 30th, 2010. The 2010 school year will mark the beginning of the third Enhancement Agreement.

This agreement is the result of ongoing engagement by members of the Aboriginal community and School District No. 42 since the second year of the second Enhancement Agreement via regular advisory meetings, band meetings, staff meetings, and district meetings along with extensive personal and electronic communication. Over this period of time the Aboriginal student population in District No. 42 has increased each year as has representation on the Aboriginal Advisory Committee to include Aboriginal students, more Aboriginal parents, and Aboriginal community agencies and networks.

PURPOSE

The purposes of this agreement are to:

- facilitate excellence and the success of all Aboriginal learners at all grade levels.
- promote the importance of cultural education in order to increase the academic and social success of Aboriginal students.
- meet the needs of Aboriginal learners by maintaining and expanding meaningful academic, trades and cultural programs where possible while providing the resources for success.
- continue to build relationships in our schools that are welcoming and supportive of Aboriginal children, their families and the Aboriginal community.

PRINCIPLES

The partners to this agreement will:

- support students who are of First Nations, Metis Nation and Inuit ancestry.
- cultivate a learning community where Aboriginal students experience safety, respect and a positive sense of belonging.
- utilize the goals, and the objectives identified specific to each goal, to provide the direction needed to improve the success of Aboriginal students.
- engage in collaborative decision making involving matters that involve Aboriginal education in the School District
- increase the knowledge of and respect for Aboriginal culture, language and history among all students, SD. No. 42 staff and the Maple Ridge – Pitt Meadows community.
- continue to review the targets and initiatives of the Aboriginal Enhancement Agreement to ensure it is a living, evolving guide for Aboriginal student success.

ABORIGINAL EDUCATION ADVISORY COMMITTEE MEMBERS

Katzie First Nation
Aboriginal Community Parents/Guardians
Aboriginal Students
Aboriginal MCFD Circle 3
Aboriginal Education, Dist. No. 42

Kwantlen First Nation
Metis Community Parents/Guardians
Anishnaabe Place
Board of Education, District No. 42
Administration, District No. 42

ABORIGINAL EDUCATION ADVISORY COMMITTEE TERMS OF REFERENCE

The Aboriginal Education Advisory Committee includes representation from School District #42 (Maple Ridge/Pitt Meadows), Katzie and Kwantlen First Nations as well as the off-reserve First Nations Community and the Metis Community. The collective responsibility for promoting the success of all Aboriginal students attending school in School District #42 is acknowledged through this advisory committee. The Aboriginal Education Advisory Committee will meet three (3) times each school year: in the fall (October), winter (February) and spring (May). Additional meetings between members of the advisory committee may be arranged throughout the year for discussion, consultation and to address issues as they arise. The mandate of the Aboriginal Education Advisory Committee is:

- to provide a forum for an open, honest exchange of information and perspectives.
- to make recommendations which will assist the School District in better meeting the needs of Aboriginal learners.
- to counsel the School District in matters pertaining to Aboriginal culture.
- to serve as resource people within the committees and among the district personnel they represent.
- to review and recommend revision to the targets and performance indicators of the Enhancement Agreement on an annual basis.

GOALS AND OBJECTIVES

<i>GOAL 1:</i>	<i>TO IMPROVE ABORIGINAL STUDENTS' SUCCESS IN SCHOOL DISTRICT NO. 42</i>
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- Objective 1.1 Literacy: Improve reading and writing skills at all grade levels.
- Objective 1.2: Numeracy: Improve numeracy skills at all grade levels.
- Objective 1.3: Increase Grade to Grade Transition Rates.
- Objective 1.4: Increase Graduation and Successful School Completion Rates.

<i>GOAL 2:</i>	<i>TO IMPROVE ABORIGINAL STUDENTS' SENSE OF BELONGING IN SCHOOL DISTRICT NO. 42</i>
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- Objective 2.1: Enhance Aboriginal students' sense of belonging.
- Objective 2.2: Increase the knowledge of and respect for aboriginal culture and history for all students.

EVIDENCE AND TARGETS FOR SUCCESS

- The evidence used will be where there is confidence that the information/data can be tracked with integrity, tracked over time and used to effectively implement appropriate interventions.
- The targets for Aboriginal students will be consistent with the targets for all students in School District No. 42.
- The Aboriginal Enhancement Agreement Goals will be considered in all School District No. 42 educational planning processes.

**GOAL 1: TO IMPROVE ABORIGINAL STUDENTS' SUCCESS
IN SCHOOL DISTRICT NO. 42**

Objective	Evidence	Target
1.1: Literacy: Improve reading and writing skills at all levels	Grade 1 to 3 Literacy District Assessment(s) Grade 4 to 7 Literacy District Assessment(s) Grade 8 to 12 Literacy District Assessment(s)	S.D. No. 42 Target and improve 2% per year
1.2: Numeracy: Improve numeracy skills at all levels.	Grade 1 to 3 Numeracy District Assessment(s) Grade 4 to 7 Numeracy District Assessment(s) Grade 8 to 12 Numeracy District Assessment(s)	S.D. No. 42 Target and improve 2% per year
1.3: Increase Grade to Grade Transition Rates.	Grade-to-grade transition rates	S.D. No. 42 Target and improve 2% per year
1.4: Increase Graduation and/or Successful School Completion Rates.	Dogwood Adult Dogwood School Completion Certificate Graduation Equivalency Diploma Trades program completion Pre-apprentice completion	S.D. No. 42 Target and improve 2% per year

**GOAL 2: TO IMPROVE ABORIGINAL STUDENTS' SENSE OF BELONGING
IN SCHOOL DISTRICT NO. 42**

Objective	Evidence	Target
2.1: Enhance Aboriginal students' sense of belonging.	Attendance at school Transition rates (Objective 1.3) Graduation rates (Objective 1.4)	S.D. No. 42 Target and improve 2% per year
	Satisfaction survey results	TBA
2.2: Increase the knowledge of and respect for Aboriginal culture and history for all students.	Enrolment in English First Peoples' 10, 11 and 12	Improve 2%/year
	Enrolment in First Nations 12	Improve 2%/year
	Aboriginal and Non-Aboriginal student participation in cultural events	Improve 2%/year
	Aboriginal cultural presentations in schools	Improve 2%/year

Note: The target of a 2% improvement each year is intended to mean a 2% improvement over the previous year regardless of whether the previous year had an improvement of greater or less than 2%.

Appendix A

Initiatives to Support Goal Number One of the Enhancement Agreement

GOAL 1: TO IMPROVE ABORIGINAL STUDENTS' SUCCESS IN SCHOOL DISTRICT NO. 42			
Objective	Grade(s)	Initiative	
1.1 - Literacy Improve reading and writing at all grade levels.	K - 2	ART direct early literacy intervention	
	K - 7	ART with ASW coordinated support ASW individual and small group support	
	4 - 5	'My Story' program	
	4 & 7	Xa:ytem field trips - sharing Aboriginal culture	
	6	Aboriginal IGNITE Academy	
	8 - 12	ASW individual and small group support	
	K - 12	Monitor attendance and academic performance	
	K - 12	ART and ASW collaboration with teachers, librarians and support staff	
1.2 - Numeracy: Improve numeracy skills at all grade levels.	K - 2	ART direct early intervention	
	K - 7	ART with ASW coordinated support ASW individual and small group support	
	8 - 12	ASW individual and small group support	
	K - 12	ART and ASW collaboration with teachers, librarians and support staff	
	K - 12	Monitor attendance and academic performance	
1.3 - Increase Grade to Grade Transition Rates.	K - 7	ART with ASW coordinated support ASW individual and small group support	
	8 - 12	ASW individual and small group support	
	6 - 12	SASW support through KKIS	
	K - 12	AYW support	
	7	Grade 7 Transition recognition – Eagle feather	
	10 - 12	Aboriginal Career Fair	
	K - 12	Peer mentoring	
	K - 12	Monitor attendance and academic performance	
1.4 - Increase Graduation and Successful School Completion Rates	K - 12	ART with ASW coordinated support ASW individual and small group support	
	6 - 12	SASW support through KKIS	
	K - 12	AYW support	
	10 - 12	Aboriginal Career Fair	
	8 - 12	Annual Aboriginal Achievement Awards	
	K - 12	Peer mentoring	
	K - 12	Monitor attendance and academic performance	

Appendix B

Initiatives to Support Goal Number Two of the Enhancement Agreement

GOAL 2: TO IMPROVE ABORIGINAL STUDENTS' SENSE OF BELONGING IN SCHOOL DISTRICT NO. 42

Objective	Grade(s)	Initiative
2.1 - Enhance Aboriginal students' sense of belonging.	K - 12	ART, ASW, ACW, AYW, SASW support and communication with aboriginal families
	K - 12	ASW cultural activities and workshops
	K - 12	Fall, Winter and Spring newsletters
	K - 12	Annual District Community Carving Project
	4 - 5	'My Story' program
	4 & 7	Xa:ytem field trips - sharing Aboriginal culture
	4 - 12	ACW after school Aboriginal Art workshops
	K - 12	ACW cultural workshops, presentations and special projects
	6	Aboriginal IGNITE Academy
	7	Aboriginal Future Leaders Workshop
	7	Grade 7 Transition recognition – Eagle feather
	8 - 12	Aboriginal Youth Leadership Conference
	K - 12	Peer mentoring
	8 - 12	Annual Aboriginal Achievement Awards
2.2 - Increase the knowledge of and respect for aboriginal culture and history for all students.	K - 12	ART, ASW, ACW, AYW, SASW contact and communication with aboriginal and non-aboriginal families and school district staff
	K - 12	ASW cultural activities and workshops i.e. bannock making, weaving, carving, etc.
	K - 12	Annual District Community Carving Project
	4 - 5	'My Story' program
	4 & 7	Xa:ytem field trips - sharing Aboriginal culture
	4 - 12	ACW after school Aboriginal Art workshops
	K - 12	ACW cultural workshops, presentations and special projects
	7	Aboriginal Future Leaders Workshop
	8 - 12	Aboriginal Youth Leadership Conference

Legend:

- ART: Aboriginal Resource Teacher
- ASW: Aboriginal Support Worker
- ACW: Aboriginal Cultural Worker
- AYW: Aboriginal Youth Worker
- SASW: Sr. Aboriginal Support Worker
- KKIS: Keeping Kids in School

Glossary

Glossary Item	Definition
Aboriginal Education Funding	Provided on a per full-time equivalent (FTE) basis to school boards for each self-identified Aboriginal school-age student who is receiving an Aboriginal program. This special funding is targeted and cannot be redirected to other programs.
Aboriginal Programs	Designed to further Aboriginal Studies. Includes Aboriginal Language and Culture, Aboriginal Support Services, and other approved Aboriginal Programs.
Aboriginal Student	A student who has self-identified as being of Aboriginal ancestry (First nations: status and non-status, Metis or Inuit)
Adult Student	A student 20 years of age or older as of June 30 at the end of the school year.
British Columbia Certificate of Graduation	Granted by the Ministry of Education to students who meet the British Columbia secondary school graduation requirements. Also referred to as a “Dogwood Certificate”.
Completion Rate	See Six-Year Completion Rate
Dogwood Diploma/Certificate	See BC Certificate of Graduation
Elementary Ungraded (EU)	Students who are taking courses at the Kindergarten to Grade 7 level and the school personnel do not consider the student to be in a specific Grade.
Enhancement Agreement	A working agreement between a school board, local Aboriginal communities, and the Ministry of Education. Enhancement Agreements are designed to enhance the educational achievement of Aboriginal students.
Enrolment	A record of a student reported to the Ministry as receiving an educational program. A student may be recorded and counted as an enrolment in more than one school. Registered home schooled children are not included.
Grade to Grade Transition Rate	The percentage of students who enter a grade for the first time from a lower grade and make a transition to a higher grade anywhere in the British Columbia school system in the following school year. Students who transition to home schooling are not included.
Graduate	A student that has met the British Columbia Graduation Requirements
Graduation	A Certificate of Graduation is awarded by the Ministry of Education upon successful completion of the British Columbia Graduation Requirements.
Headcount	A count of unique individuals.
Msk	Abbreviation for Mask. When reporting personal information, numbers or percentages must be suppressed if they are elements of a population that is one through four. For more information refer to: http://www.bced.gov.bc.ca/policy/policies/persinfo_foi_small
N/A	Not Applicable
Off-Reserve Aboriginal Student	Includes only Aboriginal students who attend a school and who live off a reserve.

On-Reserve Aboriginal Student	Includes only Aboriginal students who are Status Indian and living on a reserve and attend a school
Participant (Foundation Skills Assessment)	A student who responded meaningfully to at least one question in the assessment.
Participant (Provincial Examination)	A student who responded meaningfully to at least one question in the provincial examination, and is enrolled in the same grade level as the grade level of the examination.
Participation Rate (Foundation Skills Assessment)	The number of students who responded to at least one question in the assessment divided by the total number of students in that grade.
Participation Rate (Provincial Examinations)	The number of students who wrote the examination at least once in the school year and are in the same grade as the indicated exam grade level divided by the total number of students who are in the same grade as the indicated exam grade level.
Pass (Success) Rate	Students who receive a passing letter grade of A, B, C+, C, or C- as their exam mark in a particular year divided by students who receive a letter grade of A through F as their exam mark in that year. Includes students from all grades who obtained marks in the course of the indicated grade level.
Performance (Foundation Skills Assessment)	The student performance levels are: <i>Exceeding Expectations</i> – exceeded the expectations for student’s grade <i>Meeting Expectations</i> – met the accepted expectations for student’s grade <i>Not Yet Meeting Expectations</i> – did not demonstrate sufficient skills to meet the minimum expectations for student’s grade.
Public School	A body of students, teachers, other staff, and facilities organized as a unit for educational purposes under the supervision of an administrative officer and administered by a district school board.
School	An organization having at least one teacher and administrator, which provides educational programs to students.
School District	A geographic area in British Columbia constituted as a district under the <i>School Act</i> . There are currently 59 school districts and one Francophone Education Authority.
School Year	The twelve month period commencing on July 1 and ending the following June 30.
School-age	Five to nineteen years of age inclusive.
Secondary Ungraded (SU)	Students who are taking courses at the Grade 8-12 level and the school personnel do not consider them to be in a specific Grade level.
Six-Year Completion Rate	The proportion of students who graduate, with a Certificate of Graduation, within six years from the first time they enroll in Grade 8, adjusted for migration in and out of British Columbia.
Special Education Program	A supplemental program provided by schools to assist students, identified as having “special requirements”, in achieving a Certificate of Graduation and/or other outcomes as specified in the student’s Individual Education Plan (IEP).
Special Education Performance Reporting Groups	Constructed from Special Education categories for the purpose of identifying students who are most likely to be working towards a Certificate of Graduation and for whom the Ministry’s student achievement measures are most meaningful:

	<p>Sensory Disabilities (Categories E and F) Learning Disabilities (Category Q) Behaviour Disabilities (Categories H and R) Gifted (Category P)</p>
Special Education Categories	<p>Category A – Physically Dependent Category B – Deaf/Blind Category C – Moderate to Profound Intellectual Disability Category D – Physical Disability/Chronic Health Impairment Category E - Visual Impairment Category F – Deaf or Hard of Hearing Category G – Autism Spectrum Disorder Category H – Mild Intellectual Disability Category K – Mild Intellectual Disability Category P – Gifted Category Q – Learning Disability (formerly Category J) Category R – Moderate Behaviour Support/Mental Illness (formerly Categories M and N)</p>
Student	<p>An individual enrolled in British Columbia school. Students include all school-aged and adult persons who are working toward a British Columbia Certificate of Graduation.</p>
Subject (Provincial Examinations)	<p>Includes both French and English variants of equivalent curricula, in combination – (e.g. Chemistry 12 contains English and French variants of the curriculum – Chemistry 12 and Chemie 12)</p>