

# Comox Aboriginal Education Improvement Agreement: Framework

## 1. Preamble

The Aboriginal Education Council (AEC) is made up of delegated representatives of the Comox Indian Band, the Wachiay Friendship Centre, the North Island Métis Association, Upper Island Women of Native Ancestry, Comox Valley Aboriginal Head Start, North Island College, SD No. 71 (Comox Valley) (Director of Instruction), elected Aboriginal parents and an Elder.

The AEC believes in:

- honoring the Comox Indian Band as the territorial people and recognizing the importance of their leadership role in Aboriginal Education;
- our children and families are our priority and deserve quality service;
- involving parents at all levels in public education;
- honoring Aboriginal community uniqueness and its cultural diversity;
- continuous learning to improve the quality of life;
- promoting the importance of Aboriginal education for all learners;
- respecting Aboriginal cultural diversity while striving for unity of one voice; and
- open and respectful communications at all levels.

The AEC acknowledges the collective responsibility of the Aboriginal community and School District 71 (Comox Valley) for the success of all Aboriginal learners.

## **2. Purpose**

The purpose of this Improvement Agreement is to improve the quality of education achieved by Aboriginal students. Specifically, this Agreement will strive to narrow the gap between Aboriginal students and the general student population until parity is reached in the areas identified below. This includes Aboriginal students having a good understanding of their own history, language and culture.

## **3. Principles**

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

- tracked with integrity,
- tracked over time, and
- effectively used to implement intervention.

The performance targets are designed to narrow the gap on an annual basis. Data and performance targets will be reported in an annual Aboriginal Education report.

## **4. Definitions**

Aboriginal peoples are recognized in the Canadian Constitution 1982 (Section 35), and include Indian, Métis, and Inuit.

Aboriginal students are school age students who have Aboriginal ancestry.

## **5. Performance Goals and Indicators**

- 5.1 To increase the number of Aboriginal students who meet expectations or exceed expectations according to the provincial performance standards for Reading and Writing in Kindergarten to Grade 3.

Indicator: Provincial performance standards tasks administered to grades 1-3 Aboriginal students in Arden, Courtenay, Comox, Cumberland, Glacier View, and Puntledge Park Elementary Schools.

- 5.2 To increase the number of Aboriginal students who meet expectations or exceed expectations in the Foundation Skills Assessment results in grades 4, 7, and 10 in Reading, Writing and Numeracy.

Indicators: Foundation Skills Assessment. An annual comparison of the percentage of Aboriginal students requiring the Primary Intervention program.

- 5.3 To increase participation and success rates in key Math, Science and English courses.

Indicator: Change in the number of students passing Math 10, Math 11 (Principles), English 11, English 12, Biology 11, Chemistry 11, and Physics 11 compared to the 2001-02 baseline data.

- 5.4 To increase student participation in BC First Nations Studies 12.

Indicator: An annual comparison of student enrolment in BC First Nations Studies 12 with the 2001-02 baseline data.

- 5.5 To improve the Dogwood completion rate\*.

Indicator: Provincial How Are We Doing data.

*\* Based on the number of students entering grade 8, 6 years earlier.*

- 5.6 To increase Aboriginal parental/guardian participation in their child(ren)'s education.

Indicators: The percentage of Aboriginal parents attending fall parent-teacher conferences.

- 5.7 To monitor student success in the Aboriginal Education Alternate High School Program towards re-integration, course completion and graduation.

Indicator: Student data re: the number re-integrating into regular school programs, the number of individual course completions and the number of students achieving a Dogwood certificate or School Leaving certificate.

- 5.8 To increase the number of Aboriginal students in the Challenge Program each year.

Indicator: A comparison of the number of students accepted in the Challenge Program each year.

- 5.9 To decrease the number of Aboriginal students in behaviour programs each year.

Indicator: The number of Aboriginal students identified with Program 116 designation.

- 5.10 To improve success for Aboriginal students in elementary Technology education.

Indicator: Computer Achievement Survey administered to elementary school students.

## **6. Annual Review**

The performance goals established in this process will be reassessed annually by School District No. 71 (Comox Valley) and the Aboriginal Education Council to ensure that they remain reasonable and attainable, and represent meaningful progress toward parity with non-Aboriginal students. Any changes in the Performance Goals resulting from the annual review will be promptly conveyed to the Ministry of Education.

The Annual Report on the Performance of Aboriginal students in SD No. 71 (Comox Valley) will be submitted in September of each year to the Aboriginal Education Council, the Board of School Trustees and the Ministry of Education.