



Jointly Convened Annual Meeting

British Columbia Tripartite Education Agreement (BCTEA)

Supporting First Nations Student Success

October 16, 2019

Welcome to the Territory

Tsitsáyxemaa Rebecca Duncan

Housekeeping



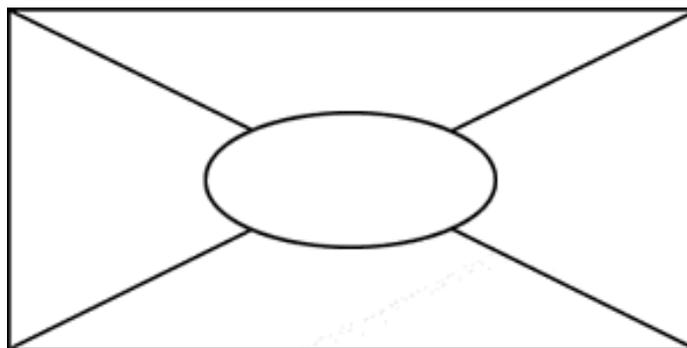
Meeting Housekeeping

- Web conferencing
- Meeting kit and handouts
- Wifi details (see login on agenda)
- Event evaluation form
- Placemat for questions
- Resource table



Gathering Our Questions

- Throughout the day, jot down any questions that come up for you.
- Each district will use one section of the placemat – leaving the oval blank for now.
- Near the end of the day, each table will agree on one big question to write in the oval.





Learning From One Another

- Write down a good idea that you hear today that might be helpful to you or someone else. Post it on the chart paper.

	What does this mean to you/your district?	How is it going?	How do you know?	What next?
First Nations have a central role in the education of First Nations learners				
First Nations learners have access to quality education				
Reconciliation and Collaboration				
Parental Choice				
First Nations student safety				
Shared accountability and data sharing				

Opening Remarks

Jennifer McCrea, Assistant Deputy Minister, Ministry of Education
Tyrone McNeil, President, First Nations Education Steering Committee

Keynote Address

Chief Dr. Robert Joseph
Reconciliation Canada

Video resource: Walk for Reconciliation

<https://vimeo.com/103267856>

Focus Discussion: Professional Learning/Development

Jo Chrona, Curriculum Manager, FNESC



Indigenous-Focused Non-Instructional Day

[School Calendar Regulation](#) changed to designate one existing non-instructional day to Indigenous focus, in fulfillment of BCTEA commitment (s. 4.17)

Intent of the day:

- enhancing Indigenous student achievement
- integrating Indigenous worldviews and perspectives into learning environments



9th Professional Standard for BC Educators

Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.

Educators critically examine their own biases, attitudes, beliefs, values and practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit and Métis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community and the natural world. Educators integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments.



Considerations

- This learning needs to be sustained over time
- Combination of personal/professional learning
- Importance of engaging with local First Nations
- Will often require some difficult conversations and willingness to be uncomfortable
- Focused on working collaboratively to improve student outcomes



Professional Learning Ideas (also see handout)

6th Day Specific and On-going

- “Continuing our Learning Journey: Indigenous Education in BC” Professional Development Resource
 - Engage with local First Nations
 - Set up Personal/Professional Learning Communities in Indigenous education
 - Engage in structured inquiry in Indigenous education
- Examine authentic First Peoples teacher resources
 - Take a post-secondary course (i.e. UBC’s MOOC, Reconciliation Through Education)
 - Establish Indigenous Literature/Film Clubs
 - Importance of authenticity and relevance



Focussed Table Discussions

Instructions and Questions (see hand-out):

- What are your district's plans for the Indigenous Education focused pro-d for 2019/2020? How do your plans connect to what you know about your district's needs?
 - How can the professional learning encompass all adults in the school district? Are there opportunities for increasing capacity for all employees in the school district? E.g. bus drivers.
 - How are senior leadership modelling learning in Indigenous education?
- To what extent can school districts support each other?
 - How are senior leadership sharing responsibility for the professional learning in Indigenous education with Indigenous education departments?
 - How will you connect with local First Nations with respect to the pro-d?
 - How can you help educators in the school district understand the necessity of on-going (beyond the one day a year) learning in the area of Indigenous education?

Keynote

Grand Chief Stewart Phillip
President, Union of BC Indian Chiefs

BCTEA: Overview and Introduction to LEAs and Transportation

Deborah Jeffrey, Executive Director, FNEESC

Jennifer McCrea, Assistant Deputy Minister, EDUC



BCTEA Overview

Foundations of Our System

Section 35 Constitution Act & Honour of the Crown

The Royal Proclamation (1763)

Indian Control of Indian Education (1972)

UN Convention on the Rights of the Child (1989)

Residential Schools Apology (2008)

UN Declaration on the Rights of Indigenous Peoples (2007)

Truth and Reconciliation Commission Calls to Action (2015)

Federal Commitments (including to UNDRIP and TRC)

10 Principles respecting the Gov't of Canada's relationship (2018)

10 Principles respecting the Gov't of BC's relationship (2018)

British Columbia



BCTEA
BC TRIPARTITE
EDUCATION
AGREEMENT

72,000 Indigenous students

203 First Nations

34 Indigenous languages

Public Schools

545,000 Students

66,000 Self-identified Indigenous students

- 7,800 First Nations students living on reserve

First Nations Schools

5,000 Students

1,200 Reciprocal Tuition students





BC First Nations Education System

- For over two decades, First Nations in BC have worked collectively to build a comprehensive and responsive BC First Nations Education System. This includes:
 - a regional model, endorsed by BC Chiefs and recognized in existing agreements with BC and Canada;
 - a wide range of second and third level services for schools and communities and dedicated funding to support them;
 - recognition of First Nations education jurisdiction through jurisdiction agreements and legislation; and
 - the BC Tripartite Education Agreement (BCTEA) with Canada and BC (formerly TEFA).



BC Tripartite Education Framework Agreement

- The Government of Canada, Government of British Columbia, and the First Nations Education Steering Committee, with the First Nations Schools Association as a witness, signed the BC Tripartite Education Agreement: Supporting First Nation Student Success (BCTEA) on July 1, 2018
- BCTEA is a five-year agreement that is intended to promote systemic shifts and collective efforts that will support improved educational outcomes of all K4 – 12 First Nation students in BC, regardless of where they live or are enrolled in school.
- It includes a range of commitments from BC, Canada and FNESC.



BCTEA: Commitments

- New Federal investment
- Consultation requirement
- Local Education Agreements
- Transportation Plans
- Capacity building





BC's BCTEA Commitments

- Administer the federal transportation fund.
- Support the negotiation and implementation of Local Education Agreements (LEAs).
- Build capacity and support FNEESC's ongoing engagement.
- Improved accountability and reporting.
- Establishing a First Nation Student Data Committee.



BCTEA: School District Actions

- Education Outcomes Teams
- One dedicated learning day
- Jointly convened annual meeting
- Data sharing





Local Education Agreements



Overview of Local Education Agreements (LEAs)

- An LEA is an agreement between a First Nation and a school board or independent school authority, to purchase education services from the board/authority for First Nation students, using federal funding from the Department of Indigenous Services Canada.
- LEAs are an integral part of the delivery of education services to First Nation students attending BC schools, as they are an important mechanism for building relationships between First Nation communities and boards of education and schools, or independent school authorities, to support improved First Nation student outcomes.
- Approximately ½ of First Nations with on-reserve students attending public schools have LEAs.
- An LEA Subcommittee guides FNEESC's work in this area.



Guiding Principles for LEAs (Summary)

See the meeting kit item, “Guiding Principles for LEAs”

- First Nations’ central role in First Nations education
- First Nation students access to quality education
- Reconciliation and collaboration
- Parental choice
- First Nations student safety
- Shared accountability and data sharing



LEAs, cont'd

- In BCTEA, the parties have committed to developing guiding principles to apply to the negotiation, interpretation and implementation of LEAs in BC, and to inform legislative and policy review and changes to support LEAs.
- BC and FNEESC are developing a Provincial LEA that will:
 - serve as a precedent available to First Nations and School Boards
 - apply, at the request of a First Nation, where there is no existing LEA between a First Nation and a School Board
- The parties are working on developing and implementing a strategy and policies to support LEAs between First Nations and boards of education or BC independent schools
- We have collectively identified LEAs as one of the matters requiring legislative amendments.



FNESC LEA Resources

- Negotiation/Templates: LEA samples, Step-by-Step LEA Development Plan, Community LEA Presentation template , Sample Letters, Sample Terms of Reference, Q&A
- Data: graduation rates, template letter for accessing additional community specific data, links to Ministry data...
- Additional Funding Information: First Nation Student Rate, Operating Grants Manual, district allocation
- These resources are being updated to reflect the new BCTEA commitments.



Transportation to BC Public Schools



Transportation to BC Public Schools

- First Nations students living on reserve, but attending public schools, have often faced inadequate transportation services. This can impede their participation in the public education system and contribute to lower achievement outcomes.
- While the provincial government does not explicitly fund student transportation, all school districts are required to have a transportation policy. The Ministry has also provided supplemental transportation funding for the past four years with the goal of eliminating in-district rider fees for eligible students and enhancing transportation services, particularly for First Nation students.
- For several years, FNEESC has recommended clearer transportation policies and that responsibilities for First Nations learner transportation be addressed. Through BCTEA and LEAs we are starting to make progress on this issue.



Transportation, cont'd

- In BCTEA, the Parties committed to developing and implementing effective measures to address existing and future issues arising from the transportation of First Nation students to BC public schools.
- Throughout 2018/19, provincial boards of education and First Nations were asked to work together to determine First Nation student transportation needs and to begin a collaborative process to develop Joint First Nations Student Transportation Plans (Transportation Plans), informed by guiding principles and criteria established by the BCTEA Parties.
- The Joint Tripartite Transportation Committee has found that the process has been more complex than anticipated, which has also impacted the final costs.



Transportation in the 2019-20 School Year

- Some reasons for the complexity include:
 - the need for Boards and First Nations to take the time needed to build relationships and confirm an approach forward;
 - the complexities in relation to facilitating an informed decision making process for First Nations with block-funded or 10-year grant agreements on whether to opt-in or out of the strategy; and
 - not all transportation plans have been submitted and in a number of cases, plans were submitted without an agreement reached
- The existing funding has proven to be insufficient to meet the total amount requested in the Transportation Plans received. However, the BCTEA Parties remain fully committed to BCTEA and agree to continued collaboration to find solutions to ensure the full implementation of the transportation commitments.



2019-20 (Interim) Approach to Transportation

- In recognition of the need for further work, the BCTEA Parties agreed to an interim approach to the transportation of First Nation students to and from BC public schools for the 2019-20 school year.
- This interim approach involves:
 - maintaining current service levels and associated spending to be used as a baseline for assessing gaps;
 - introducing a measured approach with regard to transportation for extracurricular activities via application or re-imbusement of actual costs; and
 - providing additional funding to level up between existing spending/services and approved Transportation Plans, with services being phased in when funds become available.
- First Nations that have either opted-out of the Fund and/or for whom the Ministry of Education had not received plans as of July 22, 2019 will not be considered for supplemental funding at this time, but can be considered as part of future intake processes.



2019-20 (Interim) Approach to Transportation

- As part of the interim approach, the BCTEA Parties agreed to the following contributions:
 - Canada – Up to \$3.8M for the following:
 - up to \$1M for transportation for extracurricular activities;
 - up to \$300K for special supports; and
 - up to \$2.5M for reducing travel times and extending services to and from school
 - British Columbia – Up to \$1.77M in one-time costs of acquiring new buses
 - FNEESC will make up to \$700K available for block-funded First Nations that opt into the Transportation Fund process from existing funds that were set aside for this purpose



Transportation in 2020-21

- FNEESC will continue to work with Canada and BC to identify the total amount of funding required to meet the transportation needs of First Nation students attending BC public schools through the Joint First Nations Student Fund.
- Consistent with BCTEA, the Parties will establish the First Nation Student Transportation Fund for the transportation of First Nation students to BC public schools for the 2020-21 school year.
- The base amount of the Fund for the 2020/21 school year will be equivalent to the amount of the Student Location Factor in the OGM, paid by Canada to BC or paid by Canada to First Nations to pay to boards of education (where an LEA exists), in the 2019/20 school year.
- Canada will pay the First Nation Student Transportation Fund to BC.



Transportation in 2020-21

- BC will allocate the Fund to school districts by way of a special grant.
- The Minister will require School Boards to report on the spending, verified using audited financial statements.
- The Tripartite First Nation Student Transportation Committee will assess Joint Transportation Plans.
- The Parties will review the effectiveness of the strategy after 2 years, or as otherwise agreed.
- FNEESC will communicate back as the process of securing the funding required to meet the transportation needs of First Nation students attending BC public schools for the 2020-21 school year takes place.

Focus Discussion: LEAs and Transportation

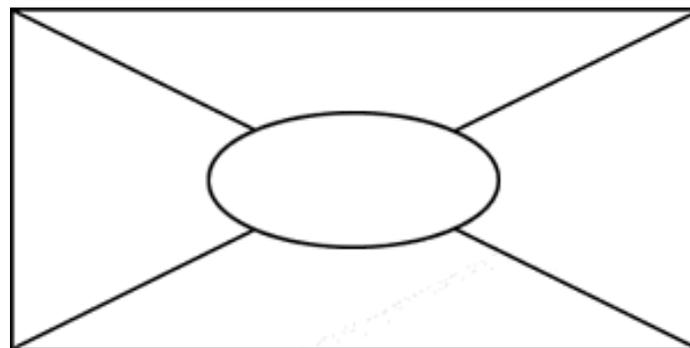
Denise Augustine, Indigenous Education Lead, Learning Division, EDUC

Cloe Nicholls, Executive Director, Learning Division, EDUC



Gathering Our Questions

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Gathering Our Collective Learning

List 3 Things that are working that you will keep doing.

List 2 Things that are not working/helping that you will stop doing.

List 1 Thing that you will begin in order to move the work forward.

BCTEA Updates

Deborah Jeffrey, Executive Director, FNEESC

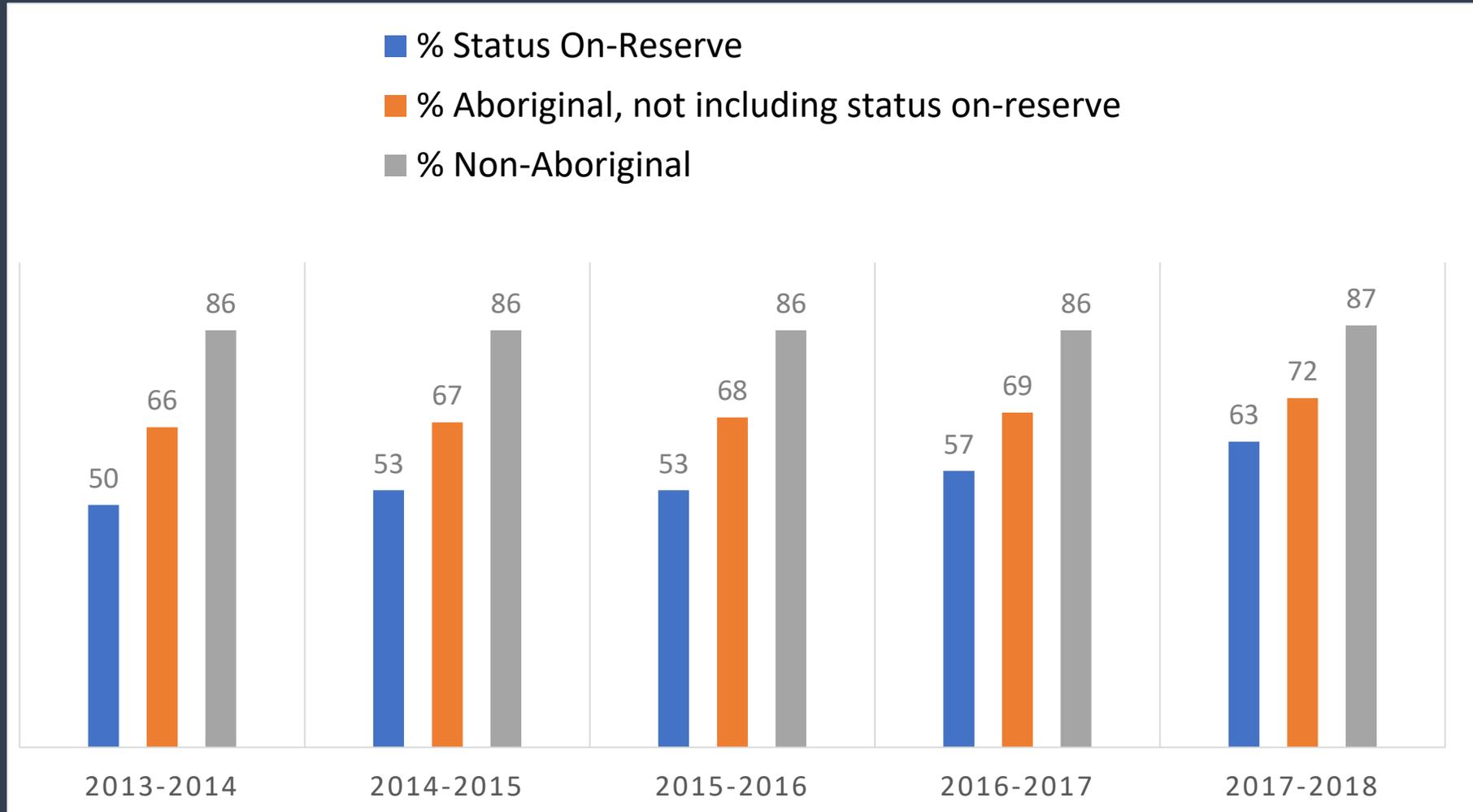
Jennifer McCrea, ADM, Ministry of
Education



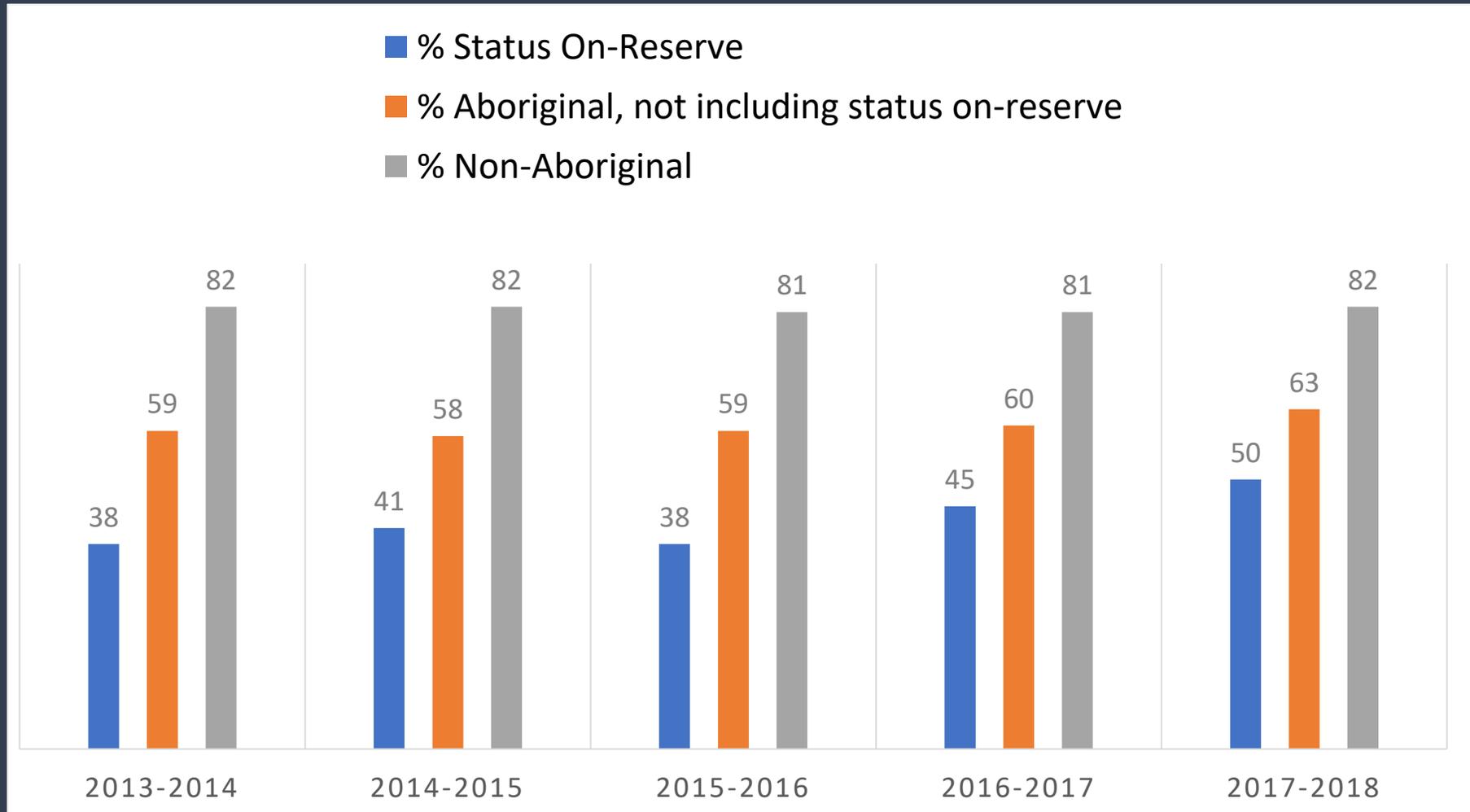
Student Data

BC Dogwood Graduation Rate

6-Year Completion Rate, BC Public Schools



5-Year Completion Rate, Public Schools (Dogwood and Adult Dogwood)



Reading, Writing and Numeracy

“On Track or Extending” Expectations 2017/18

FOUNDATION SKILLS ASSESSMENT			
	% of Status On-Reserve	% Aboriginal, not including status on-reserve	% Non-Aboriginal
Grade 4 Reading	42	63	78
Grade 4 Writing	45	66	79
Grade 4 Numeracy	30	49	69
Grade 7 Reading	44	68	80
Grade 7 Writing	72	84	92
Grade 7 Numeracy	22	46	68



Alternate Programs

- Aboriginal students comprise 40% of students in Alternate Programs in BC Public Schools.
- **BC Six Year Completion Rates in Alternate Schools**

School Year	% Status on-Reserve	% Aboriginal, not including status on-reserve	% Non-Aboriginal
2017-2018	31	40	51



Children and Youth in Care, BC Public Schools

Educational outcomes for Aboriginal children and youth in public schools who are in the care of the Ministry of Children and Family Development are particularly concerning.

- While Aboriginal children and youth comprise only 12% of BC's total public school student population, 64% of all children and youth in care are Aboriginal.
- We know that education outcomes for children and youth in care lag significantly behind other populations.



First Nations Educational Outcomes Improvement Teams



Education Outcomes and BCTEA

- Educational outcomes for First Nations students vary significantly among BC school districts.
- Article 4.16 of BCTEA states that British Columbia will “undertake a program to build capacity to improve outcomes for First Nation Students within school districts, with a priority for those school districts having consistently low outcomes for First Nation Students.”
- Additionally, article 3.6 of BCTEA states, “the parties will work jointly to develop and implement measures of accountability for First Nations student outcomes.”
- Those commitments are also consistent with the Ministry’s commitments in the Framework for Enhancing Student Learning.



First Nations Educational Outcome Improvement Teams

- As set out in BCTEA, First Nations Educational Outcome Improvement Teams (FNEOIT) will work to support districts to improve learning experiences and educational outcomes for First Nations learners.
- The teams will be comprised of individuals having expertise on the specific issues identified for a specific school district. They will engage with the district and develop a district plan to support the district to improve outcomes for their First Nations students.
- FNEOSC will have a representative on each team.



Next steps

- FNEOSC and BC are finalizing the terms of reference for the FNEOIT and developing related procedures, e.g. reporting templates, templates to track MEd response to FNEOIT team findings.
- Target for 2019/2020 school year: visits to 2-3 school districts that have consistently low outcomes for First Nations students
- SD#57 (Prince George) is the first school district selected for FNEOIT
 - First FNEOIT visit to SD#57: June 18-19, 2019. 2nd visit: Sept 25-26, 2019.



Indigenous Education Targeted Funding Policy



Funding Model Review

- In 2018 the BC Ministry of Education appointed a panel to review and provide recommendations to the way funding is allocated in the K-12 public education sector and the panel sought feedback from a range of stakeholders.
- Recommendations are set out in *Improving Equity and Accountability: Report of the Funding Model Review Panel (2018)*.



Review Panel Recommendations - Highlights

RECOMMENDATION 2 The Ministry should retain targeted funding for self-identified Indigenous learners and maintain a minimum level of spending.

RECOMMENDATION 3 The Ministry should work with the First Nations Education Steering Committee to support the continuous improvement of outcomes for Indigenous learners, particularly determining whether changes are needed to the policies that govern the use of Indigenous student targeted funding envelope.



Indigenous Targeted Funding Policy

- The Ministry is working with FNEESC and other Indigenous rightsholders to review the current Targeted Funding Policy for Indigenous learners and revise it in alignment with the recommendations of the Funding Model Review Independent Panel.
- The new policy will continue to specify which students are eligible for supplemental funding; and will be enhanced to outline the required annual planning and engagement process that must take place with Indigenous partners to develop a financial plan for expenditure of funds.
- We anticipate that Indigenous peoples will have much more involvement in this process moving forward.

Reflections on Learning



Learning From One Another

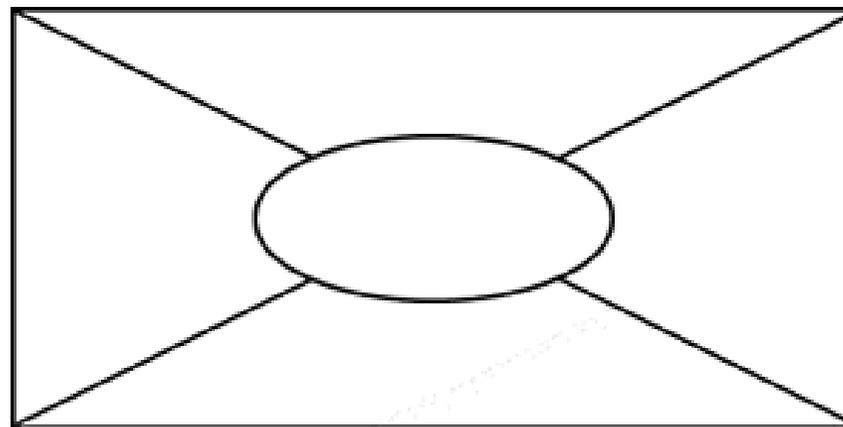
Learning From One Another

- Write down a good idea that you heard today that might be helpful to you or someone else. Post it on the chart paper.
- Include your name/contact info (optional).
- This information will be shared back out to the group.



Gathering our Questions

- Each district circle your top 3 questions.
- Share and discuss questions.
- Agree on one question to write in the middle of the paper.
- They will be collected.



Closing Remarks