



Aboriginal Education Enhancement Agreement: Second Annual Report - 2010/2011

**Vancouver Board of Education
School District No. 39**

*The Aboriginal Education Enhancement
Agreement Signing Ceremony was held on
June 25, 2009 at the UBC, Longhouse.*

Memorandum of Agreement June 2009 – June 2014

Aboriginal Education Enhancement Agreement: Second Annual Report – 2010/2011

Vancouver Board of Education (School District No. 39)

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Acknowledgment:

The Aboriginal Education Enhancement Agreement is intended to include the following:

Coast Salish Nations, Musqueam Nation, First Nations, Métis, Inuit and Urban Aboriginal Peoples served by the Vancouver Board of Education (SD39) and supported by the British Columbia Ministry of Education.

Vancouver Aboriginal Education Logo designed by Susan Point, member of the Musqueam Nation



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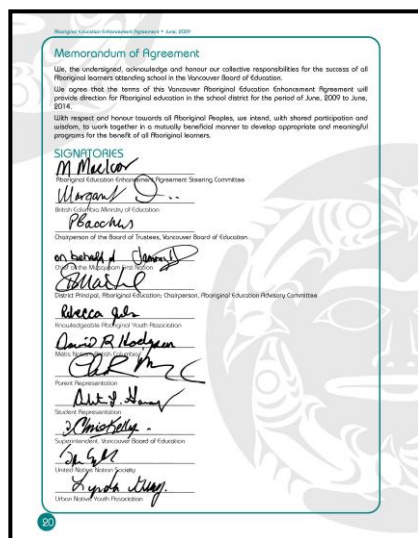
Development and Purpose of Aboriginal Education Enhancement Agreement

The Aboriginal Education Enhancement Agreement (AEEA) was formally signed June 25, 2009 by the Vancouver Board of Education, Musqueam Indian Band, Métis Nation BC, Urban Aboriginal community and the Ministry of Education. Over one hundred people came together in celebration for the signing ceremony that was held at the UBC First Nations Longhouse. The AEEA marks the school district's commitment in enhancing Aboriginal student achievement through a stronger working partnership with district employees, Aboriginal students, families, community members, Musqueam Indian Band members and Aboriginal organizations.

The AEEA is a five-year agreement extending from June 25, 2009 to June 25, 2014. The full AEEA document is available on the VSB website @ www.vsb.bc.ca.

The Enhancement Agreement recognizes two important ideas:

1. Each Aboriginal learner and family must experience a sense of belonging and place within educational settings, where their voices are heard, where they have choice and influence in decision making, and where their cultures, histories and contributions are respected and reflected.
2. The Vancouver Board of Education will provide equity of opportunity for Aboriginal students, and be committed to the ongoing development of best-practice strategies for instruction, improvement and inclusion.



Goals of the Aboriginal Education Enhancement Agreement

The AEEA goals, performance indicators, targets and actions embody the consultation process between the Vancouver School Board, Aboriginal communities and the Ministry of Education.

Throughout the developmental stages of the AEEA various forums, surveys, as well as an Aboriginal Learning Inquiry (ALI), and working committees provided opportunities to hear directly from students, staff and Aboriginal and non- Aboriginal community members. Through these processes, their stories highlighted the importance of having shared ownership and mutually respectful, ongoing dialogue and strong relationships that recognized the cultural diversity, as well as the strength and needs of First Nations, Métis and Inuit students. Their stories supported the need to create a learning environment where all students are respected, have a positive sense of self, place and belonging and are able to achieve success.

Through collaborative consultation, the following goal areas were identified and will continue through the coming year:

- **Belonging**
To increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.
- **Mastery**
To ensure that Aboriginal students achieve increased academic success in Vancouver schools and that they participate fully and successfully from kindergarten through the completion of Grade 12.
- **Culture and Community**
To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions by all students through eliminating institutional, cultural and individual racism within the Vancouver school district learning communities.



Governance and Implementation

In order to ensure the successful implementation of the Aboriginal Education Enhancement Agreement, structures and processes have been put in place to increase opportunities for meaningful participation, representation and influence in the governance of the school system for members of the Aboriginal community.

The **Aboriginal Education Enhancement Agreement Implementation and Monitoring Committee** (AEEA I & M) with representation from the Aboriginal communities, and representative stakeholder groups, including but not limited to, students, unions, associations, and community groups follows the progress of the agreement and reports annually to the VSB, Aboriginal communities and Ministry of Education.

During Year Two, the AEEA I & M Committee reaffirmed the importance of shared ownership of the AEEA's implementation.

Year Two of our AEEA has seen an increased awareness of its goals across the district. This is in part due the continued commitment of all stakeholders. We continue to employ targeted communication and increased offerings of resource material and presentations. As in Year One, we continued to address systemic barriers within Aboriginal Education.

The AEEA Monitoring and Implementation Committee provided knowledge of district and technology plans in identifying challenges and guiding best practice in delivering Aboriginal Enhancement to the students of Vancouver. The AEEA Monitoring and Implementation Committee endorsed the exploration and development of an Aboriginal Focus School.

Aboriginal Education Enhancement Agreement Implementation and Monitoring Committee

Community Partners

Chuck Lafferty, Urban Native Youth Association
Sherry Small, Vancouver Aboriginal Friendship Centre Society
Denise Bogle, Vancouver Aboriginal Child and Family Services Society
Derik Joseph, British Columbia Institute of Technology
Faye Mitchell, Musqueam Indian Band, Education
Gwen Giesbrecht, District Parent Advisory Council
Ryenne James, University of British Columbia, First Nations House of Learning

Trustees

Patti Bacchus, Chairperson of the Board
Ken Clement
Allan Wong
Carol Gibson

Aboriginal Education Department Staff, VSB

Ashton Garay, Youth Representative
Debra Martel, District Principal
Trudi Harris, Aboriginal Education Enhancement Worker
Beverly Seed, Vancouver Administrator Secondary School Association
Christine Stewart, Vancouver Secondary School Teachers' Association
Mary Filleul, Vancouver Secondary School Teachers' Association
Gloria Raphael, Vancouver Elementary Principals and Vice Principals' Association
Valerie Overgaard, Associate Superintendent VSB Learning Services
Raven Wright, Aboriginal Child & Youth Mental Health/VSB

Vancouver Board of Education, Aboriginal Education Department Staff

Debra Martel, District Principal
Lorinda Moreau, Consultant

Resource Teachers

Erla Calahaisn
Frances Carlick
Melanie Nelson
Nazenin Rodriguez
Sheila Maracle
Erin Williams

Enhancement Workers

Amanda White
Angela Nabess
Bonnie Wendt
Dee Hughes-Slade
Dena Galay
Donna Lokhorst
Emily Couchie
Ernie LaRochelle
Fran Bolton

Georgia Kelly
Godwin Barton
Katanni Sinclair
Loretta Williams
Mary Roberts
Megan Haggerty
Raven Wright
Robin Roberts
Suzi Bekkattla
Tori Johnson

Trent Gauthier
Trudi Harris
Veronica Goddard
Warren Williams
Deborah Bell

Student Demographics

The Vancouver Board of Education enrolls more than 2000 students who self-identified as being of Aboriginal Ancestry inclusive of First Nations, Métis or Inuit. This is approximately 3.7% of the total district student population. The school district which resides on the Coast Salish traditional territories is home to Aboriginal peoples from across Canada.

PERCENT OF STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District			Province *		
	All Students #	Aboriginal Students #	%	All Students #	Aboriginal Students #	%
98/99	62,716	2,092	3.3	636,802	42,357	6.7
99/00	62,497	1,990	3.2	635,463	44,771	7.0
00/01	62,865	2,018	3.2	632,505	46,885	7.4
01/02	63,474	2,061	3.2	630,049	48,941	7.8
02/03	63,524	2,067	3.3	621,200	50,396	8.1
03/04	62,756	2,451	3.9	615,183	64,739	10.5
04/05	61,419	2,509	4.1	606,383	65,462	10.8
05/06	60,943	2,432	4.0	599,492	65,531	10.9
06/07	59,457	2,386	4.0	587,818	64,313	10.9
07/08	59,086	2,345	4.0	583,623	63,818	10.9
08/09	59,181	2,222	3.8	579,488	62,536	10.8
09/10	59,978	2,200	3.7	580,486	61,828	10.7
10/11	56,000	1,932	3.5	617,233	59,025	10.7

NUMBER OF STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL PER GRADE

Grade	K	1	2	3	4	5	6	7	EU*	8	9	10	11	12	SU*
2009/10	146	155	137	140	125	144	122	133	60	153	139	160	119	94	78
2010/11	138	141	158	138	135	128	146	127	42	151	146	160	139	104	79

*EU – Elementary Ungraded, SU– Secondary Ungraded (Special Education Classes or Programs)



Aboriginal Education Enhancement Agreement Goals Belonging

To increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.

Performance Indicator

The outcomes for the goal will be evidenced by: **improved attendance and participation in all facets of school life as indicated by the 'Connections Tool'.**

The Connections Tool creates an opportunity for educators to engage in dialogue about student connectedness in six domains: School Life, Academic Engagement, Attendance, Peer & Adult Relationships, Family, and Community.



The district continued training and implementation of the Connections Tool. Within our district, the tool was used by more than 95% of all elementary schools and high schools on all or some of the Aboriginal populations they served. It provided a framework for understanding and tracking the engagement and involvement of each Aboriginal student. Training and promotion was done through our Aboriginal Education staff and school-based leaders.

Many School Based Team members, Aboriginal Education Team members along with Community School Coordinators have expressed the value of using the Tool when tracking students who may be vulnerable. A small group of teaching and non teaching staff continued to examine and refine The Connections Tool for easier use and clearer identification factors. The district is exploring aggregating data to support school and district based planning.

2010-2011 ATTENDANCE DATA AS RECORDED ON BCeSIS

				Sept-June 2010-11 Unexcused Days Absent (Equivalent Days for Secondary)						
Grade	Total Students	Average Absences Aboriginal vs. Non Aboriginal	Max	0	0.25 - 10	10.25 - 20	20.25 - 30	30.25 - 40	40.25 - 50	50+
KH	22	10 vs. 6	35.5	1	13	4	3	1		
KF	116	20 vs. 12	77	7	38	25	21	9	6	10
01	141	18 vs. 9	92	6	58	28	20	13	9	7
02	158	16 vs. 8	84	4	75	31	23	13	3	9
03	138	12 vs. 8	68.5	11	68	31	15	7	3	3
04	135	14 vs. 7	64.5	8	67	28	16	8	6	2
05	128	15 vs. 6	93.5	11	58	26	16	7	2	8
06	146	14 vs. 6	65	7	64	44	14	10	4	3
07	127	16 vs. 6	103.5	10	55	29	16	9	2	6
EU	42	17 vs. 6	70.5	6	13	9	7	4	1	2
08	149	23 vs. 4	112	8	55	30	19	12	7	20
09	144	18 vs. 6	136.5	31	39	30	13	10	11	12
10	160	21 vs. 7	106	45	25	26	19	16	13	16
11	139	24 vs. 10	114	26	26	23	20	13	11	20
12	103	25 vs. 11	88.75	18	22	13	13	12	6	19
SU	79	10 vs. 10	71	42	12	7	9	3	3	3

Notes:

- ✓ Data for Grades 4, 8 and 10 are not significantly different from those reported as Grade 3, 7, and 9 in Year One's report.
- ✓ Average absences for Aboriginal elementary students by grade are twice that of their non Aboriginal peers.
- ✓ Average absences for our Aboriginal secondary students by grade are three times higher than their non Aboriginal peers.

Performance Indicator

Students reporting a feeling of safety and an increased sense of belonging and comfort in school using the Safe School & Social Responsibility Survey*

Satisfaction Survey Results 2009/2010		Aboriginal Students			Non- Aboriginal Students		
Questions	Grade	Number of Respondents	All of the time or many times		Number of Respondents	All of the time or many times	
			#	%		#	%
Do you like school?							
	3/4	234	159	68	3462	2528	73
	7	129	64	50	3061	1793	59
	10	122	39	32	3060	1279	42
	12	77	21	27	2347	952	39
Do adults in the school treat all students fairly?							
	3/4	222	156	70	3269	2228	77
	7	127	70	55	2966	1821	61
	10	117	46	39	2997	1274	43
	12	73	19	26	2440	1040	43
Do your teachers help you with your schoolwork when you need it?							
	3/4	240	169	70	3453	2840	82
	7	135	98	73	3093	2400	78
	10	119	57	48	3041	1764	58
	12	75	35	47	2468	1361	55
At school, do you respect people who are different from you?							
	3/4	231	181	78	3341	2924	88
	7	130	104	80	3072	2730	89
	10	119	84	71	3044	2519	83
	12	73	41	56	2470	2122	86
Do you feel safe at school?							
	3/4	240	189	79	3431	2933	85
	7	133	100	75	3056	2450	80
	10	117	73	62	3014	2206	73
	12	75	43	57	2451	1957	80
At school, are you bullied, teased or picked on?							
	3/4	226	41	18	3405	308	9
	7	132	14	11	3021	219	7
	10	121	14	12	3002	142	5
	12	73	21	29	2443	103	4
I would like to go to a different school.							
	3/4	201	26	13	2921	180	6
	7	164	19	15	2942	302	10
	10	113	30	27	2905	555	19
	12	76	28	37	2380	312	13
Are you satisfied that school is preparing you for a job in the future?							
	10	115	40	35	2989	1192	40
	12	72	16	22	2424	624	26
Are you satisfied that school is preparing you for post-secondary education?							
	10	115	43	37	3006	1457	48
	12	76	28	37	2452	1024	42

*This is the most current Ministry of Education Satisfaction Survey.
Safe School& Social Responsibility Survey Aboriginal Data is not available.

Students reporting a feeling of safety and an increased sense of belonging and comfort in school using the Safe School & Social Responsibility Survey* (con't)

Within the most current Safe School & Social Responsibility Survey result, Vancouver students reported higher than average levels of belongingness, engagement and connection to adults in school.

However, it is important to note that in the Ministry of Education Satisfaction Survey questions dealing with respect, feeling safe, being bullied or teased, the grade 7, 10 and 12 Aboriginal students' reported a 10 – 24 % higher response to "all of the time or many times" than did Non- Aboriginal students. This same group reported a 10 – 15% higher response in a desire to go to a different school.

The Centres for Disease Control and Prevention research supports the need for families, schools, and communities to work together to create an environment that facilitates healthy development of children and adolescents. Their research has shown that students who feel more connected to schools are more likely to have positive health and educational outcomes. (*School Connectedness: Strategies for Increasing Protective Factors Among Youth; US Dept of Health and Human Services - 2009*)

Our district intensified its efforts to monitor student performance in this area through the use of the **Connections Tool**. This instrument identifies the strength of Aboriginal student connectedness to academics, family, community, sense of belonging and culture.



Performance Indicator

Increased recognition of Aboriginal students in leadership, fine arts, academics, gifted and/or other experiences

The Aboriginal Education Department honoured Aboriginal students across the district who demonstrated **Community and Cultural Leadership (C&C L)**.

This year 9 students were presented the C&C L Award at the District Aboriginal Achievement Celebration, held June 3rd, 2011. Joel Dragon Smith, Ashton Garay, Brian Charlie, Christopher Dixon, Norma Louie, Summer Price, Nathan Whonnock, Mark Clayton, and Joyce Wesley were recognized for their leadership contribution and presented with a signed Susan Point print. Susan Point is a Musqueam artist and represents strong community and cultural leadership.

Although many elementary and secondary school and district awards are given out each year, disaggregated Aboriginal student baseline data is not available. Further exploration of a recognition inventory is needed.



Belonging: Supporting Actions

To increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.

The following actions were taken to support our commitment to the Belonging goal.

Action	Analysis of Progress
Include specific goals and objectives for Aboriginal learners in annual school plans and AEEA plans to support this goal.	<ul style="list-style-type: none"> • Opportunities were made available to support the infusion of AEEA goals into school plans. • The district template for the 2011/12 school plans will be adjusted to include AEEA goal specific indicators. • Ministry of Education ordered that "a board must schedule one non-instructional day in the 2011/2012 school year for the purpose of facilitating activities that in the board's opinion are designed to enhance student achievement, with a focus on either personalized learning or Aboriginal student success"
Develop classrooms that increase the students' sense of belonging by encouraging the sharing of their lived experience, and by using empathy-building and cultural awareness activities	<ul style="list-style-type: none"> • Aboriginal Education Enhanced Funds supported over 30 cultural initiatives • The Aboriginal Education Department provided cultural based resources to school classrooms, school libraries and district media and library services. • Partnerships continue with community services. Urban Native Youth Association, Aboriginal Child & Youth Mental Health, Vancouver Friendship Center, and Vancouver Aboriginal Child and Family Service Society have enhanced youth engagement opportunities within our schools. • The Aboriginal Education Department hosted an annual Achievement Celebration honoring all grade 12 students.
Collaboratively develop and provide instructional materials, professional and or staff development on the impact of colonization, social discrimination and media on indigenous societies.	<ul style="list-style-type: none"> • Aboriginal resources reflecting this topic have been added to elementary and secondary libraries, social studies departments, alternative programs, adult education centers and VSB media/ library services. • The Library Consultant, Languages Consultant, and Aboriginal Education Department continue to work together in resource selection and purchase.
Provide opportunities for student leadership within the school, and encourage students to take socially responsible action locally and globally.	<ul style="list-style-type: none"> • Aboriginal Culture & Community Leadership awards were presented to 9 deserving Aboriginal youth on June 3rd, 2011. • Many school and district leadership opportunities for Aboriginal youth were designed, implemented and appreciated this year but no district data has been collected.
Provide anti-racism education, which will include giving students and staff the tools to respond effectively to discrimination.	<ul style="list-style-type: none"> • Through 4 Aboriginal Capacity Cafés, youth have had the opportunity to share their perspective of daily school experiences. • Continued work in this area as is still needed (see notes on Ministry data re: Student Satisfaction Survey). • Collaboration between the Aboriginal Education Consultant and the Anti-Racism Mentor will facilitate Pro D opportunities the coming school year
Ensure that Aboriginal students and their families are involved in assessment and appropriate placement decisions in the full range of VSB specialized programs.	<ul style="list-style-type: none"> • The Aboriginal Education Department worked with the Alternative Programs, District Placement Centre, and Special Education Department and Aboriginal Families re: student placement • Students and their families were supported by Aboriginal Education staff through home visits, school and inter-ministerial meetings. • Gifted Education Consultant provided gifted-enrichment program materials to be piloted in the 2011-2012 school year.
Employ the Connections Tool to provide school and district data on Aboriginal student engagement and connectedness.	<ul style="list-style-type: none"> • Continued implementation of the Connections Tool (adapted from SD#61) • Ninety-five percent of all schools used the connections tool on some or all of their Aboriginal student population. • Direction will be provided on how best to record and report Connection Tool data to assist in guiding school and district planning • Further effort is required in sharing the responsibility for the implementation of this tool.

Mastery

To ensure that Aboriginal students achieve increased academic success in Vancouver schools and that they participate fully and successfully from kindergarten through the completion of Grade 12.

Performance Indicators

The outcomes for this Goal will be evidenced by: **an increase in the number of students participating in pre-school readiness and early childhood development programs.**

Vancouver School District continues to support 18 Strong Start Centers (with one more on line for the coming year) which are free, early learning programs for preschool-aged children accompanied by parents or caregivers. Parents and caregivers are encouraged to take part in the play-based learning activities, story time and sharing of healthy snacks. Eight of the Strong Start sites are located in communities with a high ratio of Aboriginal families. There is limited participation by our Aboriginal families within those communities. Strong Start Coordinators have committed to facilitate an increase in participation of Aboriginal families.

Our District also supports the Ministry of Education's 'Ready, Set Learn' initiative in every school. This early learning initiative supports positive connections between families and the school system. In partnership with the Ministry of Children & Family Development and the Ministry of Healthy Living & Sports provides 'Ready Set, Learn' resources to families and their three-year-olds who attend. Participants receive a number of items that support preschooler learning and development and inform families of community services. Efforts will continue in this area to increase awareness and participation in the program.



Each spring an orientation program titled, *Welcome to Kindergarten* is offered to more than 3000 prospective kindergarten children for the coming year. Within that group, 350 participants (more than 10%) requested aboriginal content/context materials.

The Aboriginal consultant has developed Aboriginal content/context book bins to be distributed throughout the district. They have been well received by the early intervention schools. Aboriginal content material bins have been provided for our French Immersion schools as well.

District-wide assessment of Kindergarten readiness

We know that children (0-8) begin to learn the functions of literacy and begin to become literate through active involvement with literacy materials and by constructing their understanding through reading and writing.

The Ministry's Primary Program is based on this knowledge. In addition, we know that the cultural and social aspects of language learning are also part of emergent literacy. Our *Welcome to Kindergarten* materials reflects this knowledge.

There are currently 33 schools participating in Early Intervention for Literacy which include several kinds of literacy assessment.

- Classroom teachers and school-based resource teachers decide which K's are at risk in June (or this can happen in Sept. when the K's are entering Grade 1.) Reading Recovery teachers identify Grade 1's considered at risk using a standardized Observation Survey.
- In January, all K's are assessed using the Kindergarten Screening Protocol. Data is submitted to the district in Feb.
- In June, those K students considered at risk in any area are retested (only in their area(s) of need).

(Note: Early Intervention is based on a three pillar approach which includes good classroom practice, small group instruction, and Reading Recovery.)

With regard to district-wide assessment at the K level, many K teachers assess K students with a K Screening Protocol. Likewise, many teachers and schools assess writing at the K level using a rubric that is similar to the Ministry writing performance standards.

In addition to district assessment tools, *Assessment for Learning* (which includes diagnostic assessment) is encouraged though not mandated across the district.

The use of classroom based assessment and performance standards show an increase in the numbers of Aboriginal students in K-12 who are fully meeting and exceeding expectations in the key academic areas of Math and Language Arts.



The Aboriginal Education Department continues ongoing collaboration with UBC research teams and the Special Education Department regarding assessment and service models i.e. review of gifted assessment and ESD language acquisition resource model.

In partnership with Gifted Education, Aboriginal students participated in a “Challenge Program” offered as a pilot at Brock Elementary.

Our district has adopted and in-serviced its staff in “Assessment for Learning”.

Assessment for Learning criteria include:

1. the provision of effective feedback to students
2. the active involvement of students in their own learning
3. the adjustment of teaching to take into account the results of assessment
4. the recognition of the profound influence assessment has on the motivation and
5. self-esteem of students, both of which are critical influences on learning
6. the recognition of the need for students to be able to assess themselves and understand how to improve.

BC MINISTRY OF EDUCATION (DESIGNATED) - STUDENTS WITH SPECIAL NEEDS

STUDENTS IN SPECIAL NEEDS PERFORMANCE REPORTING GROUPS																		
School Year	Special Needs Total #		Sensory Disabilities				Learning Disabilities				Behaviour Disabilities				Gifted			
	Ab	Non- Ab	Ab		Non-Ab		Ab		Non-Ab		Ab		Non-Ab		Ab		Non-Ab	
	#	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
04/05	770	5731	12	2	166	3	171	22	1612	28	424	55	588	10	11	1	2244	39
05/06	772	5360	15	2	172	3	193	25	1785	33	393	51	525	10	8	1	1687	31
06/07	763	5288	13	2	172	3	198	26	1905	36	354	46	454	9	7	1	1511	29
07/08	777	5224	15	2	147	3	201	26	1935	37	362	47	495	9	5	1	1329	25
08/09	800	5257	13	2	144	3	188	24	2000	38	389	49	651	12	5	1	1045	20
09/10	769	5212	14	2	136	3	172	22	1971	37	339	44	754	14	4	1	844	16

Notes:

Within School District #39 (Vancouver) there are:

- ✓ no significant differences were noted between the number of Aboriginal vs. non Aboriginal students identified as having sensory or learning disabilities,
- ✓ 10 times as many Aboriginal vs. non Aboriginal students were identified as having chronic health issues per capita,
- ✓ 17 times as many Aboriginal vs. non Aboriginal students were identified as having behaviour disabilities per capita,
- ✓ and 16 times more non Aboriginal vs. Aboriginal students were identified as gifted per capita.

Performance Reporting Groups: Sensory Disabilities includes categories E (Visual Impairment) and F (Deaf or Hard of Hearing); Learning Disabilities includes Category Q (Learning Disability); Behaviour Disabilities includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness); and Gifted includes Category P (Gifted).

Numbers of students fully meeting and exceeding expectations in Grade 4 and 7 Foundation Skills Assessment

Grade 4 - Ministry of Education Foundation Skills Assessment 2010

FSA Grade 4 - READING								
Students	Performance Level Unknown		Not yet meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
All	1360	37	509	14	1549	42	297	8
Aboriginal	58	42	30	22	47	34	3	2
FSA Grade 4 – WRITING								
Students	Performance Level Unknown		Not yet meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
All	3715	37	438	12	1793	48	100	3
Aboriginal	138	41	39	28	42	30	0	0
FSA Grade 4 – NUMERACY								
Students	Performance Level Unknown		Not yet meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
All	1360	37	511	14	1616	43	228	6
Aboriginal	58	42	41	30	39	28	0	0

Grade 7 - Ministry of Education Foundation Skills Assessment 2010

FSA Grade 7 - READING								
Students	Performance Level Unknown		Not yet meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
All	1478	38	568	15	1551	40	313	8
Aboriginal	90	55	29	18	41	25	3	2
FSA Grade 7 - WRITING								
Students	Performance Level Unknown		Not yet meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
All	1503	38	380	10	1950	50	77	2
Aboriginal	97	60	23	14	43	26	0	0
FSA Grade 7 – NUMERACY								
Students	Performance Level Unknown		Not yet meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
All	1450	37	454	12	1643	42	363	9
Aboriginal	97	60	36	22	30	18	0	0

Notes

- ✓ Aboriginal students meeting or exceeding FSA reading expectations in Grades 4 and 7 increased 7% from last year.
- ✓ Aboriginal students meeting or exceeding FSA writing expectations in Grades 4 and 7 increased 6% from last year.
- ✓ Aboriginal students meeting or exceeding FSA numeracy expectations in Grades 4 and 7 decreased 13% from last year.
- ✓ There is a significant discrepancy between Aboriginal and non Aboriginal student performance on the FSA.
- ✓ Non Aboriginal students scored an average of 20% higher on the Reading, Writing and Numeracy segments by grade through both this year and last.

* Data significance for FSA must be considered in light of high non-participation rates:

- 42% of Aboriginal Grade 4 students did not participate.
- 37 % of non Aboriginal Grade 4 students did not participate.
- 41% of Aboriginal Grade 7 students did not participate.
- 38% of non Aboriginal Grade 7 students did not participate.

The BCTF's ongoing disagreement over the purpose and testing process of the FSA is having some influence on parent perception of the FSA and the participation rate by students.

To support a greater understanding of the positive interventions and services that impact math and science success, the VSB Aboriginal Education and UBC Math and Science Departments will continue to work together to collect valuable information to share with Math and Science educators.

Student performance and participation rates on Grade 10-12 provincial exams

Year 2009/10	Course and Grade	Total of Students in Grade	C- (pass) or Better		C+ (good) or Better	
Students/Percentage		#	#	%	#	%
All	English 10	4888	4681	96	3368	69
Aboriginal	English 10	128	107	84	41	32
All	Principles of Math 10	4201	3858	92	2556	61
Aboriginal	Principles of Math 10	44	30	68	13	30
All	Essentials of Math 10	644	593	92	254	39
Aboriginal	Essentials of Math 10	86	75	87	32	37
All	Applications of Math 10	116	110	95	40	34
Aboriginal	Applications of Math 10	Msk	Msk	Msk	Msk	Msk
All	Science 10	4837	4608	95	3248	67
Aboriginal	Science 10	147	123	84	48	33
All	Social Studies 11	4332	4183	97	3065	71
Aboriginal	Social Studies 11	56	51	91	18	32
All	BC First Nations 12	46	45	98	18	39
Aboriginal	BC First Nations 12	23	21	91	15	65
All	English 12: First Peoples	12	12	100	4	33
Aboriginal	English 12: First Peoples	103	82	80	33	32
All	English 12	4426	4319	98	2977	67
Aboriginal	English 12	49	46	94	15	31
All	Communications 12	316	308	97	140	44
Aboriginal	Communications 12	27	27	100	11	41

*BC Ministry of Education District Data 2009/10

Notes:

Changes from Year One include:

- The number of Aboriginal students achieving C- or better in English 10 has dropped by 8%.
- The number of Aboriginal students achieving C+ or better in FN 12 has been increased by 24%.
- With the exceptions of Math 10 Essentials and English 12: First Peoples, it is noted that 20% fewer Aboriginal students achieve passing or better grades than do non Aboriginal students. This discrepancy is mirrored in the FSA data for our elementary students.

Transition rates for Aboriginal students from grades seven to eight, grades nine to ten, grades ten through twelve and into further educational opportunities

BC Ministry of Education Grade to Grade Transition Rate

Number of Students Making Successful Transitions to a Higher Grade													
Student	Year	Grade 6 Students		Grade 7 Students		Grade 8 Students		Grade 9 Students		Grade 10 Students		Grade 11 Students	
		#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	2004/05	155	90	201	97	176	86	121	71	91	63	63	62
Aboriginal	2005/06	170	97	155	99	173	86	141	75	111	77	79	63
Aboriginal	2006/07	159	94	160	96	149	91	148	79	129	77	107	69
Aboriginal	2007/08	142	98	159	98	153	91	127	75	118	66	94	53
Aboriginal	2008/09	138	94	141	99	142	82	128	80	104	65	99	66
Aboriginal	2009/10	119	95	140	98	133	87	126	83	116	72	94	65

Number of Students Making Successful Transitions to a Higher Grade													
Student	Year	Grade 6 Students		Grade 7 Students		Grade 8 Students		Grade 9 Students		Grade 10 Students		Grade 11 Students	
		#	%	#	%	#	%	#	%	#	%	#	%
All	2004/05	3854	96	3854	98	3854	96	4235	95	4394	89	4645	83
All	2005/06	4067	97	4067	97	4067	96	4055	94	4453	89	4420	82
All	2006/07	3969	96	3969	97	3969	96	4240	95	4235	90	4376	82
All	2007/08	3895	97	3895	97	3895	97	4184	96	4503	90	4270	82
All	2008/09	3801	97	3801	98	3801	97	4392	96	4489	90	4452	83
All	2009/10	3638	97	3876	98	4159	97	4326	96	4766	76	4526	82

- By Grade 11 we find that 17% fewer Aboriginal students make successful transitions to the next Grade than do their non Aboriginal colleagues within Vancouver. This is within 2% of the Provincial stats for the same.
- This is an important indicator to increase the districts efforts to ensure Aboriginal students are connected and actively engaged in a positive learning experience.



Graduation rates from Grade 12, based on Ministry of Education data

BC Ministry of Education Data – 2004 - 2010

Six –Year Completion and Grade 12 Graduation Rate										
Student	Six –Year Completion		Eligible Grade 12 Graduation Rate				First-Time Grade 12 Graduation Rate			
	Year	Rate	Total Gr 12	Graduates		Honours Graduates	Total Gr 12	Graduates		Honours Graduates
		%	#	#	%	%	#	#	%	%
Aboriginal	2004/05	-	45	41	91	11	68	31	46	6
Aboriginal	2005/06	-	51	39	76	14	90	29	32	7
Aboriginal	2006/07	-	47	32	68	15	117	38	32	4
Aboriginal	2007/08	-	67	57	85	10	147	61	41	5
Aboriginal	2008/09	29.4	64	51	80	11	130	46	35	5
Aboriginal	2009/2010	25.4	68	53	78	10	143	45	31	6

Six –Year Completion and Grade 12 Graduation Rate										
Student	Six –Year Completion		Eligible Grade 12 Graduation Rate				First-Time Grade 12 Graduation Rate			
	Year	Rate	Total Gr 12	Graduates		Honours Graduates	Total Gr 12	Graduates		Honours Graduates
		%	#	#	%	%	#	#	%	%
All	2004/05	-	4504	4217	94	54	5290	3792	72	45
All	2005/06	-	4740	4392	93	56	5525	3987	72	47
All	2006/07	-	4344	4087	94	55	5242	3772	72	44
All	2007/08	-	4244	4001	94	48	5197	3705	71	38
All	2008/09	79.7	4220	3942	93	47	5266	3691	70	38
All	2009/2010	80.7	4471	4166	93	47	5477	3924	72	39

Notes:

- Non Aboriginal student graduation rates are more than double that of our Aboriginal students.
- Disparity between Vancouver's Aboriginal vs. non Aboriginal graduation rates and those at the Provincial level leave us behind by 20%.
- The number of School District #39 Aboriginal students graduating in six years is less than 1/3 that of non Aboriginal students.
- Increased efforts to understand and address barriers such as early intervention structures, positive attendance strategies and alternative assessment strategies at the secondary level are required to increase the graduation rates of Aboriginal students.

Successful participation in creative and skill building elective areas such as the Arts, Technology Education, and Physical Education

Throughout the district there have been a number of creative approaches in supporting involvement in the Arts, Technology Education, and Physical Education.

- Artist in Residence & Learning through the Arts: Aboriginal Artists supporting school Art programs
- Vancouver Learning Network online courses options
- Aboriginal focused electives: Carving/Woodworking/Drumming/ Music
- Partnership with community centres/gyms
- Entrepreneur options
- Partnership with UBC, VCC, BCIT, SFU
- Work Experience options
- Cultural School Programs (UNYA)



Mastery: Supporting Actions

To ensure that Aboriginal students achieve increased academic success in Vancouver schools and that they participate fully and successfully from kindergarten through the completion of Grade 12

The following actions were taken to support our commitment to the Mastery goal:

Action	Analysis of Progress
Design and promote professional development instructional strategies to assist educators to improve the success rates of Aboriginal students in specific areas such as Literacy, Math and Science.	<ul style="list-style-type: none"> Aboriginal Education Department provided professional development to support early years' speech and language development. "Moe the Mouse" – speech and language development curriculum kits and training were provided to 18 Strong Starts sites, 22 elementary schools K and Resource teachers, Aboriginal Education staff, ESL, Speech and Language Pathologists. Aboriginal Education Department continues to support the use and exploration of "Gifts in Mathematics". As well, students have continued to benefit from summer math programs supported by PIMS and NEC. Britannia Elementary and the Math and Science Departments of UBC continued a partnership in developing Math and Science skills at the Grade 7 level. 15 volunteers visited Britannia weekly on a year long tutoring (Jump Math) project culminating in a week long Science Literacy event.
Ensure support for individual and collaborative curriculum development and lesson planning about Aboriginal history and culture.	<ul style="list-style-type: none"> We continue to purchase, develop, catalogue and distribute Aboriginal content and context materials at the school and district levels. The Aboriginal Education Department will continue its efforts to support and provide professional development and workshops needs.
Provide support for Aboriginal students in the development of their Graduation Transition Planning.	<ul style="list-style-type: none"> Post-Secondary events were hosted strengthening transition and community connections. To ensure continued meaningful student experiences, transition and apprenticeship opportunities will be the focus of our Learning and Development Consultant for Aboriginal Education in the 2011/2012 school year. Continue Paul Martin Aboriginal Education Initiatives in two sites. One focuses on Aboriginal Entrepreneurship the other on Accounting. Both speak volumes around the creation of occupational options, role models, and best practice in mentoring.
Sustain tracking systems that disaggregate Aboriginal data within the district	<ul style="list-style-type: none"> Utilize BCeSIS to monitor attendance, grade transition and graduation rates, and the delivery of programs and services Use the Connections Tool to monitor student engagement in our AEEA Goals
Provide for the granting of external credit for participation in Aboriginal cultural activities.	<ul style="list-style-type: none"> District Principal to review with school teams the criteria for granting of external credit for participation in Aboriginal cultural activities where appropriate.
Increase access to out of school support for Aboriginal learners; e.g. out of class homework clubs and tutoring programs.	<ul style="list-style-type: none"> Collaboration with community organizations, Community Links Teams, Post Secondary Institutions, and Inner City Teams is ongoing.



Culture and Community

To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions by all students through eliminating institutional, cultural and individual racism within the Vancouver school district learning communities.

Performance Indicators

The outcomes for the goal are shown by: **decrease in racial incidents and comments reported by Aboriginal students and improved results indicated by social responsibility surveys and anecdotal data through student forums.**

Although the VSB does not directly collect data in this area, it is not uncommon to hear concerns from parents, students and from the Aboriginal staff about racial or unfair treatment. It is also worthy to note recent findings of The Urban Aboriginal Peoples Study (UAPS-2009) addressing experiences of discrimination.

The report states: *Unfair Treatment: A large majority of urban Aboriginal people also say they have experienced unfair treatment because of who they are. When posed with the statement "I have been teased or insulted because of my Aboriginal background", seven in ten strongly (37%) or somewhat (33%) agree.*

The Satisfaction Survey results (page 8) also indicate a perceived sense of unfair treatment and lack of connectedness to schools.

To support a greater understanding of the realities of life as a youth today, the Aboriginal Education Department working together with SACY, UNYA and BCYSTH have offered five Aboriginal Capacity Cafés. The cafés support powerful youth led dialogue with parents, educators and community members strengthening intergenerational relationships through a greater understanding of youth issues.

In partnership with the City of Vancouver, the VSB participated in an anti-racism & intercultural leadership training program for youth. As well, anti-racism sessions were provided throughout the year.



Culture and Community: Supporting Actions

To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions by all students through eliminating institutional, cultural and individual racism within the Vancouver school district learning communities.

The following actions were taken to support our commitment to the Culture and Community goal.

Action	Analysis of Progress
Create an Aboriginal Focus School	<ul style="list-style-type: none"> Facilitated a series of public forums to gather ideas and comments on establishing an Aboriginal Focus School within the VSB. These were very well attended and yielded much data that will be used to direct future steps in exploring this option. Supported Trustee motion to create an Aboriginal Focus School by September 2012. Steering Committee was established to develop a plan of action for the same.
Create and develop opportunities for Aboriginal communities to contribute an Aboriginal perspective to classroom content, curriculum and experiences.	<ul style="list-style-type: none"> School staff and Aboriginal Education district staff have participated in many classroom cultural experiences. The students and staff have appreciated and benefited from shared experiences and knowledge provided by Aboriginal cultural experts; carvers, artist, authors, musicians, dancers, elders and storytellers. We will continue to support this type of rich experience. Many schools still do not include any Aboriginal Cultural experiences. This is an area that needs further exploration to ensure all students are exposed to the richness of the Aboriginal traditions as well as historical and present day contributions. Métis Nation BC has provided numerous resources for grade 3, 4 & 7. The resources include elementary level (some secondary) books, text, Métis sash & flag, DVD and music CDs. Materials are available through the Aboriginal Education Department lending library.
Include Aboriginal content at all grade levels and across all subject areas. Increased units, lessons and activities about Aboriginal history, culture, traditions and contributions.	<ul style="list-style-type: none"> This year numerous resource materials were purchased for all schools and media/library services. Where possible, cultural experts and community members were brought in to enhance the learning experience. We continue to catalog an inventory of what is available and what is offered at each grade level as well as what resources are still needed. The Aboriginal Education department will continue to explore its service model to provide better service and support our staff
Pursue innovative models to better service the needs of students and families in transition or crisis.	<ul style="list-style-type: none"> Work continues with: articulation teams, school based "Getting Ready for Secondary School" events, school champions, collaboration with Career Education team and community Trades – supporting "Aboriginal Youth Trades Info Session", and Post-Secondary events. A greater emphasis needs to be placed on understanding the transitional concerns and/or issues as seen from our students, our families and our system's perspectives. This action continues to be a key focus for the Aboriginal Education Department. We look to strengthen positive, post secondary transitions between our Aboriginal graduates and our local business, college, trade school and university partners.
Engage parents in VSB enhanced programs, and community services	<ul style="list-style-type: none"> To increase engagement of parents and family members, a new Aboriginal Education district letter/consent form for parents and guardians was distributed. Our MCFD, ACYMH, & VSB partnership continues through our Aboriginal Wellness Worker who supports early intervention and navigation of the Mental Health system. The Aboriginal Youth and Family Worker continue to support at risk Aboriginal students in transition More school sites have established events and/or dedicated space for parent events, meeting, feasts, or training. This has increased the sense of belonging within those schools and the ability of families to contribute to their children's educational experiences. Increased emphasis on improving and monitoring the quality of parent/guardian engagement is needed.

Initiatives to Support the Goals of the Enhancement Agreement

School and Community projects supported through district funding: (not inclusive of all daily activities supported by Aboriginal Education Staff)	Belonging	Mastery	Culture & Community
Cultural Projects			
Outdoor Concert feat. Aboriginal hip Hop Artists (Churchill Secondary)	✓		✓
Outdoor Concert feat. Aboriginal Hip Hop Artists (Windermere Secondary)	✓		✓
Student-Adapted Animal Hat/Mask Project (Templeton)	✓	✓	✓
Lynn Valley Suspension Bridge & Nature House Cultural Exchange (Britannia)	✓		✓
Paddle Making with Artist Joe Bolton (David Thompson Secondary)	✓	✓	✓
World Music Project (Britannia Secondary)	✓	✓	✓
Yuklaana – Artist in Residence: Northwest Coast Arts Project (Tecumseh)	✓	✓	✓
Feast: Sharing Aboriginal Culture (Brock)	✓		✓
Cultural Performance – Artstarts: Teddy Anderson (David Lloyd George)	✓		✓
Cultural Performance – Talking Piece (Van Tech)	✓		✓
Carving and Art Demonstration/Project (Genesis Broadway Alternative Prgm)	✓		✓
Cultural Performance – Compaigni V'ni Dansi (Point Grey)	✓		✓
Mask Carving Demonstration (Magee)	✓		✓
North Van Outdoor School Bighouse (Tillicum)	✓		✓
Create-a-Skate Project (Genesis North East)	✓		✓
Grouse Mountain Hiwus Feasthouse Field Study (Roberts)	✓		
Paddles Project (David Thompson)	✓		✓
Academic Projects			
Beading Math–Culturally Relevant teachings using Looms (Macdonald)	✓	✓	✓
Aboriginal Themed/Content Booklist (District-wide)	✓	✓	✓
Enhancement of Aboriginal Content in Science and Technology (Van Tech)	✓	✓	✓
Potlach Carving Project/Course (Van Tech)	✓	✓	✓
Resource Materials: Provided to Elementary and Secondary Libraries and District Staff			
First Nations 101	✓		✓
Book: Jennell's Dance	✓	✓	✓
Book: The Giving Tree	✓	✓	✓
Resource Materials: Provided by Aboriginal Education Library or site based			
Book: Moccasins	✓	✓	✓
Book: Owls See Clearly at Night	✓	✓	✓
Reel Injun Documentary (DVD)	✓		✓
Book: Teaching with Poverty in Mind			
DVD Series: Teaching with Poverty in Mind			
Book: Connecting With Students			
Book: Meeting Students Where they Live – Motivation in Urban Schools			
DVD: Indecently Exposed			
7 Generation Series (Books 1, 2 & 3)			
Book: Our Story: Aboriginal Voices on Canada's Past			
Book: The Absolute True Diary of a Part-Time Indian			
Book: My Name is Seepeetza			
Book: Eagle Song			
Book: The Life of Helen Betty Osborne			
DVD & Discussion Guide: Finding Our Way			
Resource Workshops/Training:			
Moe the Mouse: Speech and Language Development Program Kits	✓	✓	✓
Connecting the AEEA Goals with School Plans (Administrators)		✓	
Connections Tool Training (15 sessions)	✓		
Film Screening: Find Our Way	✓	✓	✓
Pro D – Spirit Has No Colour	✓	✓	✓
Pro D – The Absolute True Diary of a Part-Time Indian	✓	✓	
TRC – Youth Leadership	✓	✓	

Please find below a sampling of our Year II community stakeholder and partner initiatives within the Vancouver School District:

Pacific Institute for the Mathematical Sciences provided:

- Teacher training
- Mentorship Programs
- Outreach Events
- Math Summer Camps (with NEC)
- Science World Workshops
- Education Coordinator Services
- Scholarships

VSB Social Responsibility and Diversity Team Anti-Racism and Diversity Mentor provided:

- Resource and Pro D opportunities
- Training for school contacts with materials designed by Aboriginal youth
- Mastery materials with Aboriginal content
- The promotion of high academic standards for Aboriginal students
- Aboriginal Focus School consultation
- Acknowledgement of territorial Aboriginal people and lands at public gatherings
- Support for the Aboriginal Education Department in developing a community approach to Anti-Racism.

UBC Learning Exchange provided:

- UBC Mentors to tutor Aboriginal students in Math, Science and Literacy.
- TOTEM – a program that Teaches Others To Enjoy Math
- First Nations Beading – A project that focuses on Math
- Fun With Figures – Another Math incentive program

BC Society of Transition Housing provided:

- Joint VSB, VCH, UNYA co-hosted Aboriginal Capacity Cafés in 5 schools.
- Aboriginal acknowledgement protocols at all of their public gatherings.

UBC provided:

- Aboriginal Strategic Plan meant to enhance Aboriginal achievement and success at UBC.
- Pre-university recruitment and access initiatives that reflect our three AEEA goals.
- UBC Cedar Camp - a set of hands-on lab, educational and recreational opportunities focusing on Science
- UBC Bridge through Sport Program delivered in partnership with Musqueam at Southlands Elementary focusing on Reading, Math, Science and Cooking Clubs.
- Musqueam Youth Programs that involved Elders and community members for weekly dinners and writing and goal setting workshops
- A Homework Club (with PIMS, West One Community School Coordinator, VSB, and Musqueam Band) to tutor Aboriginal and non Aboriginal Point Grey students in Math.
- GEERing Up – Science and Technology camps for 45 Aboriginal students
- Let's Talk Science - a series of K-12 hands on Science demonstrations at Britannia
- Emerging Aboriginal Scholars with PIMS and FNHL offers Gr. 9-12 opportunities to upgrade their Math and Science skills through 5 week summer camp at UBC
- Summer Science Camp which offers one week at UBC to secondary students across Canada to learn about Science and Health service careers.
- Native Youth Program (in its 32nd year) which offers opportunity for Aboriginal youth to research and interpret their own culture within a museum setting at the UBC Museum of Anthropology.
- Life Science Institute - an outreach activity at UBC that utilizes life science techniques to explore mysteries – CSI style.
- Aboriginal "Jump Start" - an intensive, two week program to prep Aboriginal students for university life.
- UBC tours for Aboriginal students Grades 8-12
- Musqueam and UBC Youth Soccer Tournament for 300 youth

Vancouver Secondary Administrators Association provided support with:

- School plans, student activities, and district and school based initiatives.

UNYA provided:

- Basketball and Day camps to support connection to school and elementary to secondary transition
- Aboriginal Capacity Cafés
- Drop in Lunch Groups
- A network with VSB staff to promote Aboriginal student access and success.
- A bridge between VSB, outside agencies, and families on projects that keep youth attached.
- ARIES - an alternate, academic and life skills support program
- Transition, Mentorship, Mediation, Kinnections which are programs delivered in concert with MCFD
- Music Arts Culture programming that allows youth to explore creative side.
- NYLC which supports east side Native youth via providing access to: internet, faxing, phones, literature, workshops, posting boards, and agency referral information.
- The Aboriginal Safe House for youth 16-18
- An Aboriginal Youth Worker who collaborates with AEEW's.

Governance and Implementation

In order to ensure the successful implementation of the Aboriginal Education Enhancement Agreement, structures and processes must be in place to increase the opportunities for meaningful participation, representation and influence in the governance of the school system for members of the Aboriginal community.

To this end, an Aboriginal Education Enhancement Agreement Implementation and Monitoring Committee with representation from the Aboriginal Communities, and representative stakeholder groups, including but not limited to, students, unions, associations, diverse off reserve Nations and community groups, has been created to follow the progress of the agreement and report annually to the VSB, Aboriginal Communities and the Ministry of Education, on the progress of the agreement.

The following actions were taken to support our commitment to Governance and Implementation:

Action	Analysis of Progress
The District supported ongoing Aboriginal student involvement in student leadership opportunities, and district initiatives to enhance the quality of the educational experience for Aboriginal learners.	<ul style="list-style-type: none">• Student Leadership initiatives were supported through Cultural Grants offered at the school level including.• Students were encouraged to participate in community organized leadership and/or cultural events.• At the Aboriginal Achievement Celebration the Department presented 9 students with the new 'Aboriginal Culture & Community Leadership' award. The awards are signed prints from Susan Point Musqueam Artist.
Aboriginal involvement at all levels of governance within the district were encouraged.	<ul style="list-style-type: none">• At this time the VSB has Aboriginal representation at various levels: Trustee, District Principal, Teacher's Federation, and Union representation, District & School Committee and Student Councils and Community Leadership Roles. Ongoing recruitment, distribution of information and encouragement for governance opportunities will continue.• District Aboriginal Liaison Consultant position contracted to assist the district management team in the consultative process of designing and establishing the Aboriginal Focus School
The agreement will be in effect from June, 2009 until June, 2014, subject to revision and renewal.	<ul style="list-style-type: none">• AEEA I&M committee has overseen the development and implementation of the Second Year.
This annual report was jointly developed through continued dialogue with Aboriginal Communities and shared with the Aboriginal and Educational communities, the Board of School Trustees and Ministry.	<ul style="list-style-type: none">• AEEA Implementation and Monitoring Committee will be sharing the outcomes of the annual report to community and stakeholders



Summary and Recommendations

The AEEA I & M committee acknowledge all of the positive work done by the Aboriginal Education staff in support of Vancouver's AEEA through its second year of implementation. The committee looks forward to continuing its positive partnership with the VSB in working toward mastery, belonging and cultural enhancement on behalf of its Aboriginal learners.

In looking at Aboriginal student performance at the close of this our second year, it is apparent we have far to go with respect to achieving our goals. Student attendance, academic performance and graduation rates are not yet where they should or could be in relation to non Aboriginal learners within our district or our province.

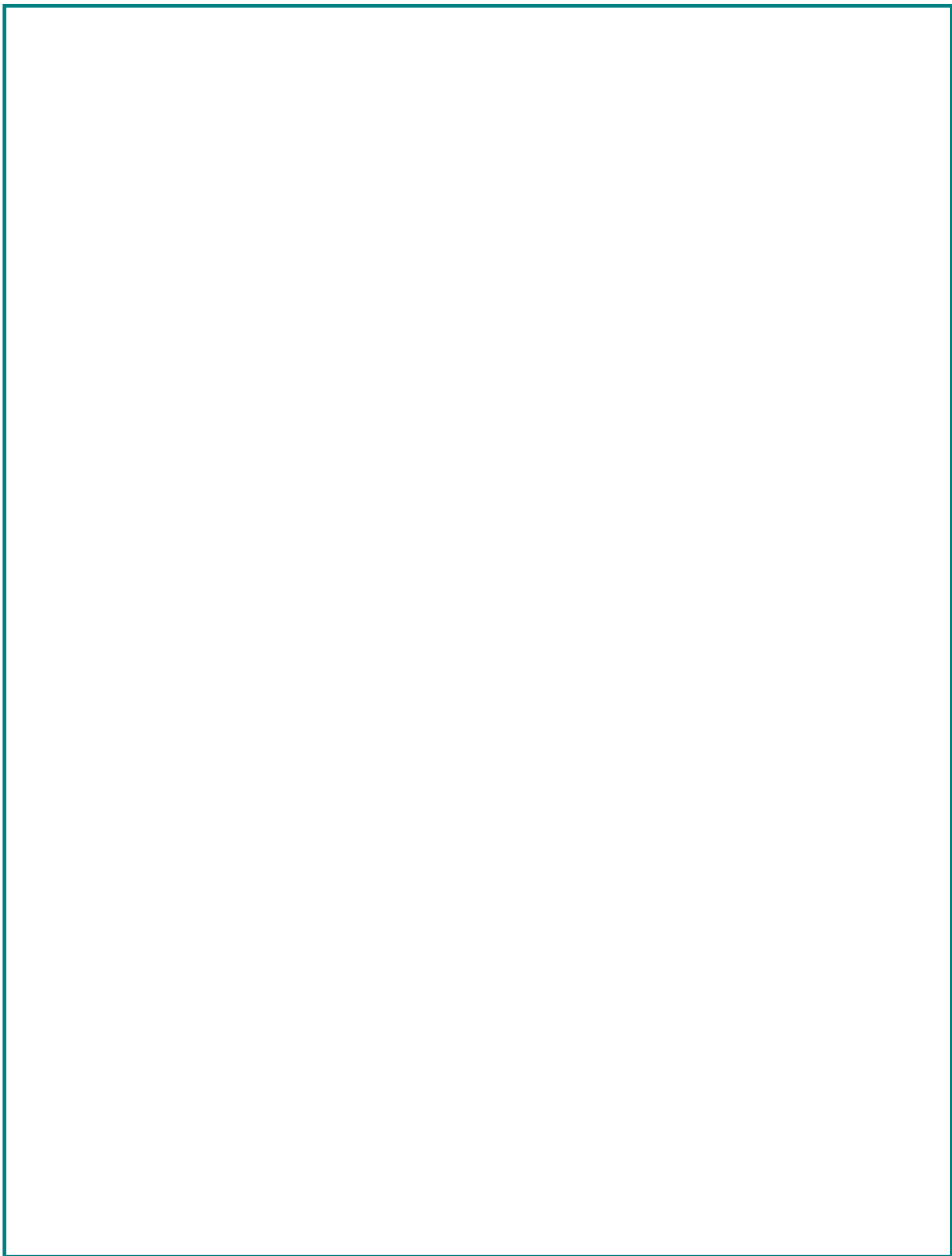
In response to the needs of our students, the Aboriginal Education department and AEEA I & M committee propose the following recommendations to guide our actions through year three of the AEEA:

- ✓ support the implementation an Aboriginal focus school,
- ✓ ensure schools include Aboriginal enhancement activities within their Pro D/NI Day planning,
- ✓ re-structure the consent-for-service processes,
- ✓ provide Aboriginal staff development around wellness and resiliency

The Aboriginal Education Department and the AEEA I&M committee would seek District and School Based support and resources in the exploration of the following recommendation:

- ✓ explore project based, Aboriginal context strategies for secondary PLO delivery,
- ✓ explore alternate exam structures on behalf of secondary Aboriginal learners,
- ✓ explore structures and strategies to improve Aboriginal student attendance
- ✓ Increase designated space within schools for Aboriginal initiatives, parents, meetings
- ✓ ensure Connections Tool data be collected by grade across the district,
- ✓ restructure our district's Aboriginal enhancement service delivery model

These are significant foci for the coming year. Each aligns with the overarching goals of our enhancement agreement as well as the core purpose of our district. Implementing these recommendations will move us further along the continuum of positive change, strength based relationships and improved Aboriginal student performance across all grades.



**Aboriginal Education Enhancement Agreement
Vancouver Board of Education SD No. 39
1580 West Broadway
Vancouver, BC V6J 5K8
www.vsb.bc.ca**

