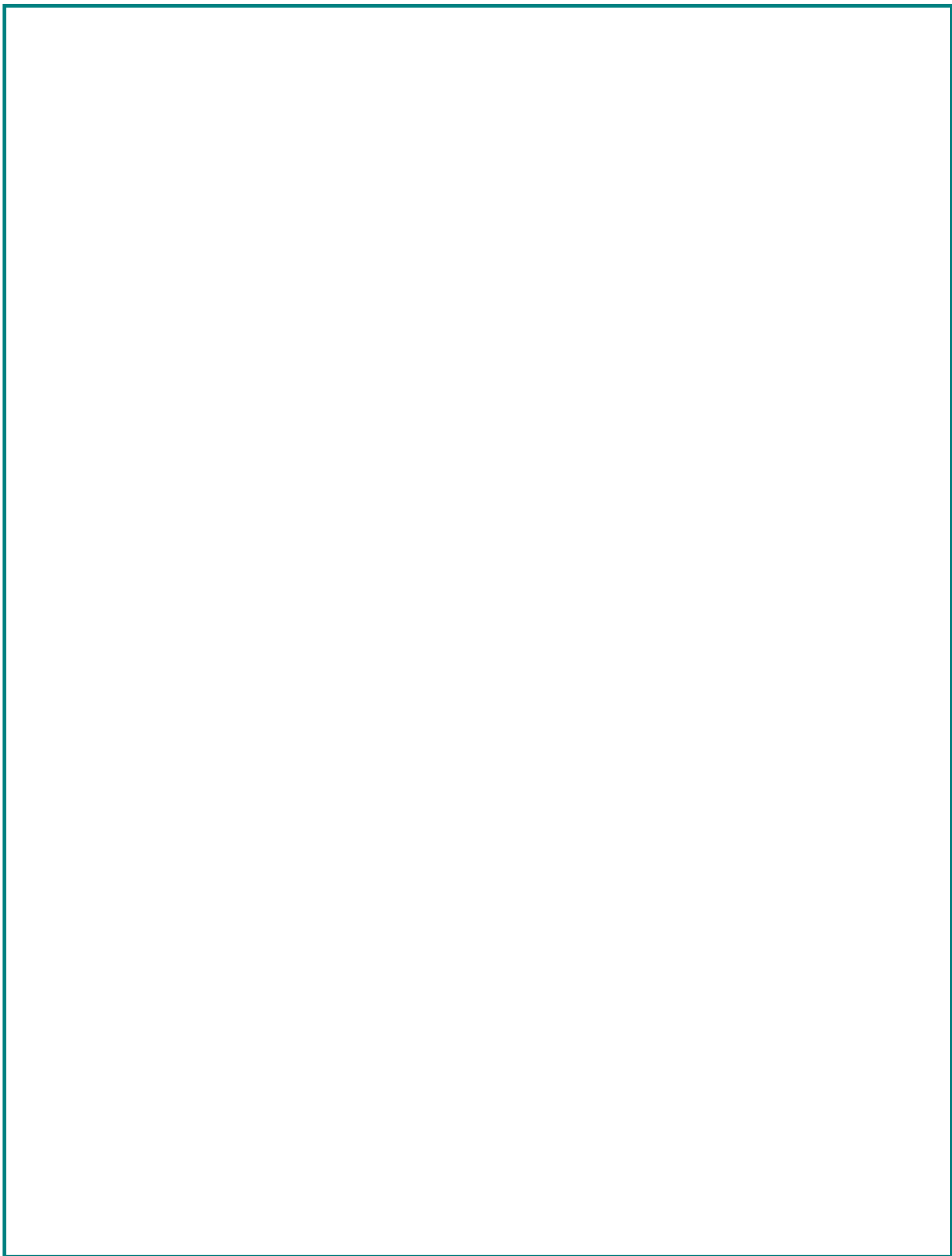




Aboriginal Education Enhancement Agreement: Fourth Annual Report – 2012/2013

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

*The Aboriginal Education Enhancement
Agreement Signing Ceremony was held on
June 25th, 2009 at the UBC, Longhouse.
Memorandum of Agreement June 2009 – June 2014*



Aboriginal Education Enhancement Agreement: Fourth Annual Report (2012-2013) Vancouver Board of Education (School District No. 39)

Table of Contents

1. Development and Purpose of Aboriginal Education Enhancement Agreement.....	Page 2
2. Goals of Aboriginal Education Enhancement Agreement	Page 3
3. Governance and Implementation of Aboriginal Education Enhancement Agreement	Page 4
• Aboriginal Education Enhancement Agreement I & M Committee	
• Aboriginal Education Department members	
4. Student Demographics	Page 5
5. Aboriginal Education Enhancement Agreement Goals	Page 6
Belonging.....	Page 6
• Performance Indicators	
• Supporting Actions.....	Page 11
Mastery	Page 12
• Performance Indicators	
• Supporting Actions.....	Page 17
Culture and Community	Page 18
• Performance Indicators	
• Supporting Actions.....	Page 19
6. Governance and Implementation	Page 20
• Supporting Actions	
8. Summary and Recommendations	Page 21

Acknowledgment:

The Aboriginal Education Enhancement Agreement is intended to include the following:
Coast Salish Nations, Musqueam Nation, First Nations, Métis and Inuit and the Urban Aboriginal Peoples served by the Vancouver Board of Education (SD#39) and supported by the British Columbia Ministry of Education.

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



Fourth Annual Aboriginal Education Enhancement Agreement Report (2012-2013)

Background Information

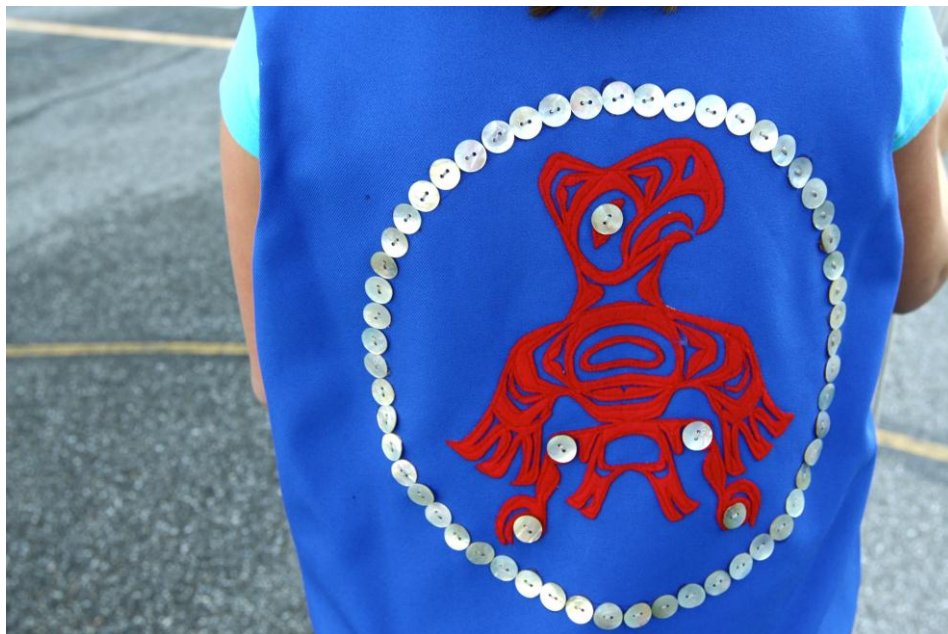
1. Development and Purpose of the Enhancement Agreement

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. 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 VBE website @ www.VBE.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 School Board will provide equity of opportunity for Aboriginal students and be committed to the ongoing development of best-practice strategies for instruction, improvement and inclusion.



Nootka Elementary Gathering Day

2. Goals of the Enhancement Agreement

Through collaborative consultation between the Vancouver School Board, Aboriginal communities and the Ministry of Education, the following goal areas were identified:

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



Transformational Mural, Macdonald Elementary

3. Governance and Implementation of the Enhancement Agreement

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 VBE, Aboriginal communities and Ministry of Education.

The AEEA Monitoring and Implementation Committee endorsed the development and implementation of an Aboriginal Focus School during Year Three (2011-12)

Aboriginal Education Enhancement Agreement Implementation and Monitoring Committee

Community Partners

Chuck Lafferty,	Urban Native Youth Association
Diana Day,	District Parent Advisory Council
Denise Bogle,	Vancouver Aboriginal Child and Family Services Society
Faye Mitchell,	Musqueam Indian Band, Education
Iraj Khabazian,	District Parent Advisory Council
Larry Railton,	Langara College
Ron Johnston,	Simon Fraser University, Faculty of Education

Trustees

Patti Bacchus, Chairperson of the Board
Ken Clement

VBE Representatives and Staff 2012-2013

Christine Stewart,	Vancouver Secondary School Teachers' Association
Don Fiddler,	District Principal, Aboriginal Education
Gerry Kent,	Vancouver Elementary School Teacher's Association
Darlene Hughes,	Vancouver Association of Secondary School Administrators
Maureen Ciarniello,	Associate Superintendent, Learning Services
Ron Bergeron,	District Principal, Vancouver Alternate Secondary School
Steve Cardwell,	Superintendent of Schools
Trudi Harris,	Aboriginal Education Enhancement Worker (CUPE 15)
Vonnie Hutchingson,	Vancouver Elementary Principals and Vice Principals' Association

2012-2013 Vancouver Board of Education, Aboriginal Education Department Staff

District Staff

Don Fiddler, District Principal
Renee Diemert, Consultant

Resource Teachers

Brenda Koch
Erla Calahaisn
Frances Carlick
Nazenin Rodriguez
Shannon Dolen
Sheila Maracle

AEEW

Amanda White
Angela Nabess
Bonnie Wendt
Dee Hughes-Slade

Deborah Bell
Dena Galay
Donna Lokhorst
Ernie LaRochelle
Fran Bolton
Jennifer Sherif
Judy Ronnenberg
Katanni Sinclair
Karen Lepine
Kristina Leon
Loretta Williams
Mary Roberts
Megan Haggerty
Michelle Sylliboy
Reid Narcisse
Robin Roberts
Suzi Bekkattla

Tori Johnson
Trent Gauthier
Trudi Harris
Veronica Goddard
Warren Williams
Wendy Ryan

VBE Aboriginal Student Demographics – 2012-2013

In 2012-13 the VBE enrolled 2,166 students who self-identified as being of Aboriginal Ancestry inclusive of First Nations, Métis or Inuit. This was approximately 3.8% of the total district student population for 2012-13, which was the same percentage as the previous year. The school district, which resides on the Coast Salish traditional territories, is home to Aboriginal peoples from across Canada.

School Year	District			Province *		
	All Students #	Aboriginal Students #	%	All Students #	Aboriginal Students #	%
2002/03	63,524	2,067	3.3	621,200	50,396	8.1
2003/04	62,756	2,522	4.0	615,185	67,304	10.9
2004/05	61,419	2,587	4.2	606,383	68,462	11.3
2005/06	60,943	2,508	4.1	599,491	69,008	11.5
2006/07	59,457	2,479	4.2	587,814	68,329	11.6
2007/08	59,087	2,450	4.1	583,620	68,445	11.7
2008/09	59,181	2,344	4.0	579,485	67,815	11.7
2009/10	59,978	2,297	3.8	580,482	67,251	11.6
2010/11	58,655	2,213	3.8	579,112	66,283	11.4
2011/12	58,003	2,184	3.8	569,739	64,242	11.3
2012/13	56,669	2,166	3.8	564,532	62,161	11.0

NUMBER OF VBE STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL PER GRADE

N.B.: These 1701 numbers do not include *Vancouver Learning Network* students.

Grade	K	1	2	3	4	5	6	7	EU	8	9	10	11	12	SU	Total
2009/10	145	146	125	146	126	138	118	133	59	162	143	168	150	129	75	1963
2010/11	138	141	160	139	135	128	146	127	42	150	146	168	149	112	80	1961
2011/12	137	151	159	154	148	139	127	150	0*	162	159	192	151	145	0*	1974
2012/13	159	149	154	174	166	153	140	132	0*	147	165	179	143	148	0*	2009

- EU/SU numbers for 2012-13 were incorporated into VBE *Alternative Programs* by grade.

NUMBER OF VBE ABORIGINAL STUDENTS PARTICIPATING IN VBE ABORIGINAL PROGRAMMING

In an effort to increase the number of self-identifying Aboriginal students/families, district and school staffs are encouraged to provide information and encouragement, when applicable, as to the benefits of participating in Aboriginal enhanced programming.

Year	Program Participation Rate
2009-2010	1895 (97%)
2010-2011	1922 (98%)
2011-2012	1895 (96%)
2012-2013	2009 (98%)

REPORTING OF INTERACTIONS SUPPORTING ABORIGINAL STUDENTS – NEW DATA 2012-13

Code	Name	Elementary	Secondary	Grand Total
B	Achievement	2318	2147	4465
B	Attendance	1159	661	1820
B	Behaviour	345	53	398
B	Citizenship	458	51	509
B	Counsellor	826	991	1817
B	Home Visit	105	112	217
B	Respect	54	10	64
B	School Based Team	613	64	677
B	Transition Support	73	377	450
M	Admin Contact	1272	788	2060
M	Classroom Support	1416	654	2070
M	Clerical Contact	285	43	328
M	English Support	457	459	916
M	Enrichment	1507	280	1787
M	Group Work	1000	271	1271
M	Literacy Support	4272	12	4284
M	Math Support	1334	592	1926
M	Outside Agency Contact	494	622	1116
M	Parent/Guardian Contact	2834	789	3623
M	Physical Education Support	330	224	554
M	Science Support	961	366	1327
M	Social Studies Support	491	412	903
M	Teacher Contact	1433	762	2195
CC	Active Living	181	34	215
CC	Connections Tool	715	56	771
CC	Craft/Culture	3180	202	3382
CC	District Based Activity	152	639	791
CC	Healthy Eating	250	70	320
CC	Healthy Lifestyles	1192	214	1406
CC	Outside Cultural Development	893	491	1384
CC	Personal Hygiene	109	9	118
CC	Safety	142	85	227
CC	School Based Activity	1749	277	2026
O	Other	1891	783	2674

The VBE initiated a new monitoring system in 2012-2013: the Aboriginal Information Management System (AIMS). All workers in the system upload information indicating the types and numbers of interventions as well as a text message. The two graphs represent different ways of reporting the same information and are indicative of the aggregated data. Note that the greatest number of response is related to Achievement, Craft/Culture, Literacy Support, and Parent/Guardian Contact.

The initial purpose of the AIMS system was to gather data on current interactions and interventions, and to highlight those interactions which are expected and desired.

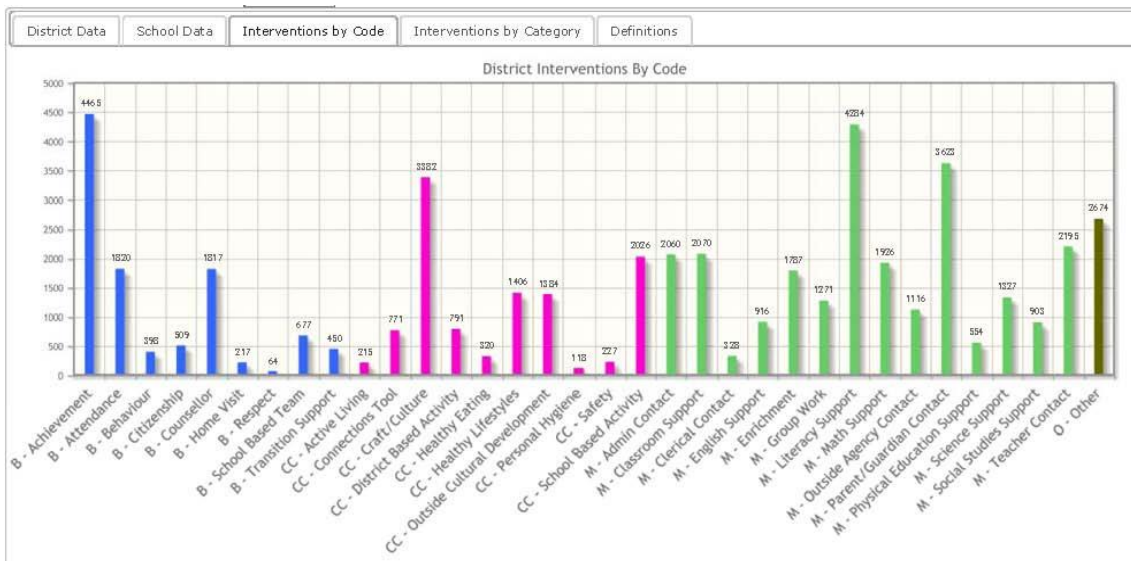
Next steps are to integrate achievement data and other measures of success into the existing system, to develop the qualitative measurement aspect.

Student Counts

Secondary Students: **678**

Elementary Students: **1300** (includes: 1, 2, 3, 4, 5, 6, 7, KF, SU)

Total Students: **1978**



Aboriginal Education Enhancement Agreement Goals:

Goal #1: Belonging

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

Performance Indicators:

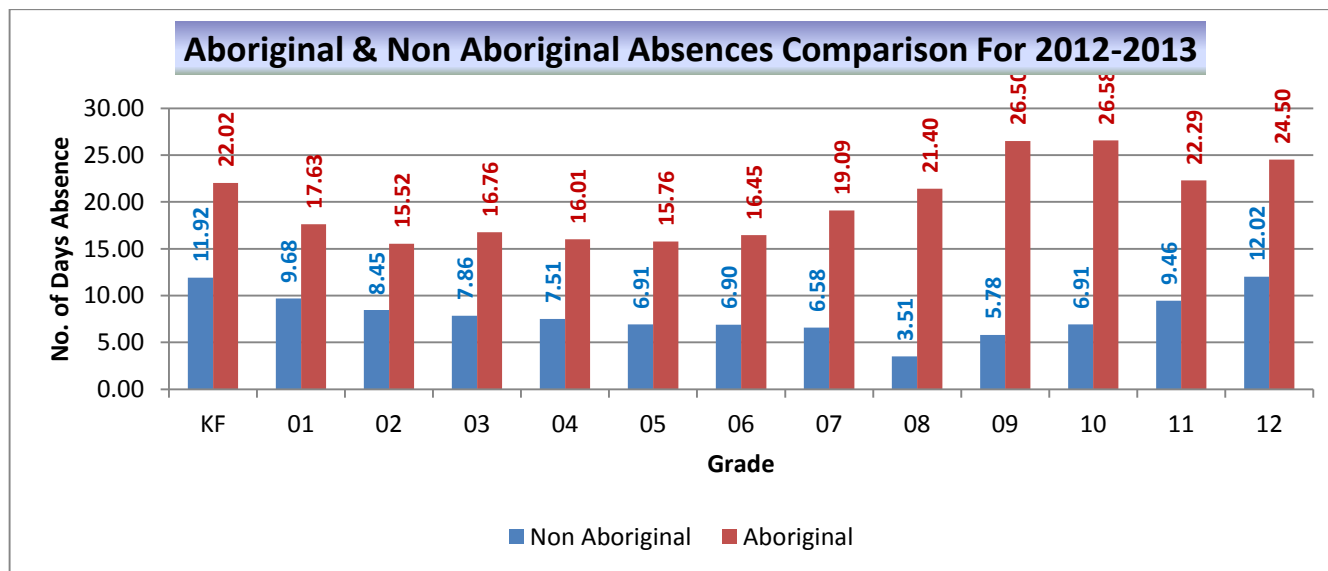
- [Attendance](#)
- [Ministry Satisfaction Survey Results](#)
- [Connection Tool Results](#)
- [Aboriginal Student Stories of Excellence in Leadership](#)

Performance Indicator: Attendance

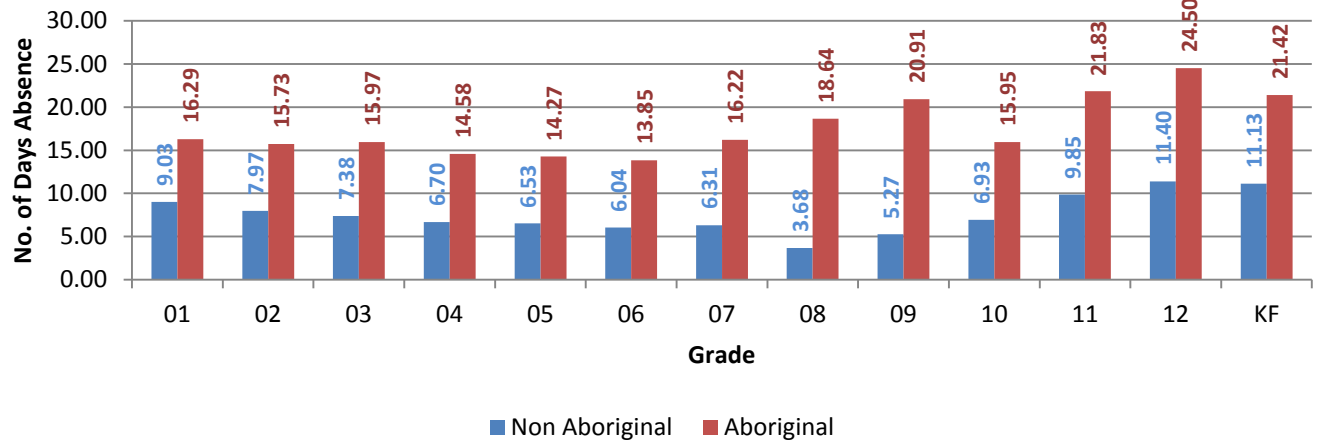
The following three tables shows a comparison of absences of Aboriginal and non-Aboriginal students over a 3-year period from 2009-2013, as reported through the Student Information System. There is a significant difference in the rates of absence between the two groups.

For three of the past four years from 2009-2013 there had been a decrease in the percentage of absences of Aboriginal students at the secondary level. This past year shows a slight increase across senior grades; the reasons for which are not clear.

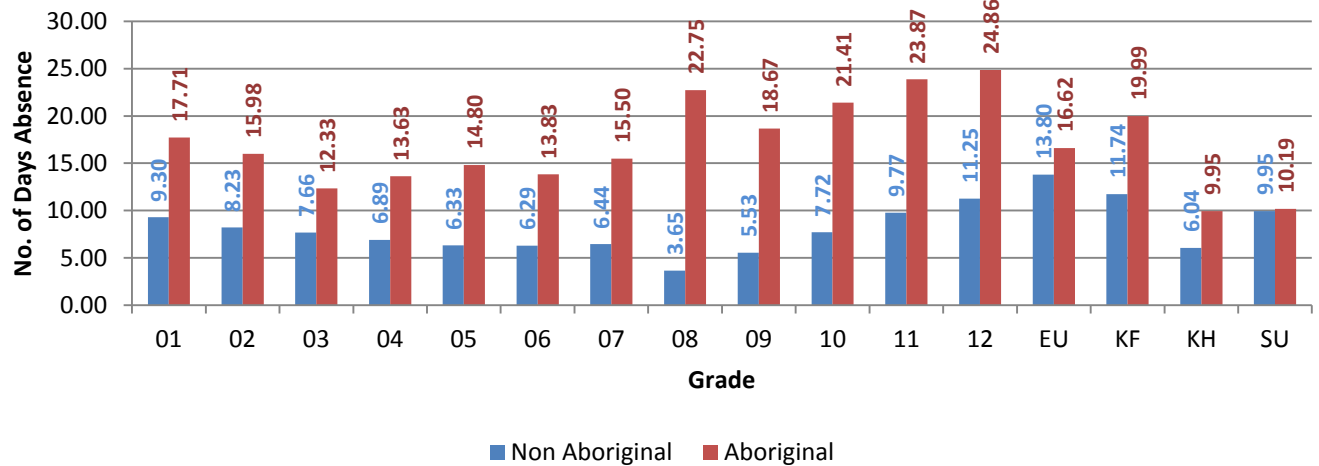
The district needs to have a continued focus on identifying and implementing strategies to enable students to be actively engaged and connected with their schools, in support of their learning and achievement.



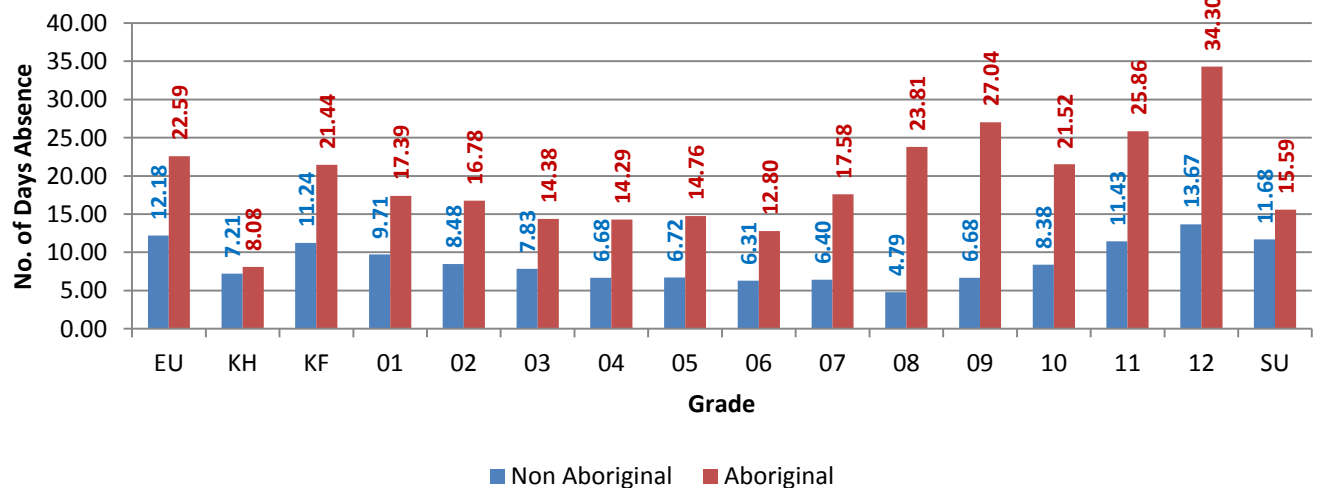
Aboriginal & Non Aboriginal Absences Comparison for 2011-2012



Aboriginal & Non Aboriginal Absences Comparison for 2010-2011



Aboriginal & Non Aboriginal Absences Comparison for 2009-2010



Performance Indicator: Ministry Satisfaction Survey Results

Please note that there was no survey data for the 2011-12 year due to job action.

Year	Student Population	Grade	% Like School	% Feel Safe at School	% Find Adults Care	% Bullied by Others
2012-2013	Aboriginal	3/4	60	78	91	14
	Non-Aboriginal	3/4	65	81	92	7
	Aboriginal	7	56	77	93	16
	Non-Aboriginal	7	62	81	86	6
	Aboriginal	10	42	55	58	22
	Non-Aboriginal	10	44	77	71	6
	Aboriginal	12	30	60	62	29
	Non-Aboriginal	12	42	81	75	5

Notes:

- The majority of all students felt safe and thought that adults cared for them at school.
- Overall elementary students expressed greater appreciation for school than secondary students.
- A higher percentage of Aboriginal than non-Aboriginal students reported perceptions of having been bullied at school.

Performance Indicator: Connection Tool

The Connection Tool helps schools better meet the goals of the AEEA on behalf of each Aboriginal student. The Connection Tool is not an assessment of a student's learning but rather an assessment of a student's:

- ✓ connection to her/his academics,
- ✓ sense of belonging within their school community and,
- ✓ knowledge and/or awareness of their Aboriginal culture and community.

With the introduction of the **Aboriginal Intervention Management System** (AIMS) to identify and track enhancement goal interventions, the focus has been on implementing this system as a key indicator of supports being provided to students. We continued to use the Connection Tool throughout the 2012-13 school year as one of the tools available for planning and communication about student learning and well-being.

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	Status
Include specific goals and objectives for Aboriginal Learners within annual school plans.	<ul style="list-style-type: none"> The district initiated actions making Aboriginal Education a priority within the district. Aboriginal Student Success was a discussion topic at monthly school administrators meeting beginning in March 2013. All schools were tasked with developing plans to improve individual Aboriginal student achievement. All schools developed their School Plans for 2013-14 with a goal on increasing awareness, knowledge and understanding of cultural traditions and history. 	<p>Ongoing: individual student achievement reviewed at district level each term; at school level through School Based Resource teams</p> <p>March - June 2013, all schools reviewed numeracy/literacy data for Grades 4-7; and reviewed transcript records for students in graduation program grades 10-12</p> <p>All schools submitted School Plans for 2013-14 with a goal for Aboriginal cultural awareness, and a goal for Aboriginal student success, where applicable</p>
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 funding supported more than 40 school-based cultural initiatives. Aboriginal Education funding provided culturally based resources to school classrooms, school libraries and district media and library services. The Aboriginal Education Department hosted an annual Achievement Celebration recognizing Grade 12 students at graduation. Additionally, a second achievement ceremony included Grade 7 students as they transitioned from elementary to secondary school. 	<p>Ongoing: increased workshops and events at school level.</p> <p>Further supports will be provided in support of this goal for 2013-14, with the creation of a Cultural Enhancement Coordinator position.</p>
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 were developed by VBE's District Aboriginal Resource Teachers and workshops were given. The District Teacher Librarian Mentor and Aboriginal Education Department staff worked together to select Aboriginal learning resources. A large number of books and curriculum materials were ordered for the benefit of teachers 	<p>Done</p> <p>Established Aboriginal Education Resource Preview Centre at Macdonald Elementary for staff reference</p>
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"> Hosted the first annual, Grade 12 student retreat at Loon Lake, UBC facilities 	<p>Initiated annual event with 25 students participating</p>
Provide anti-racism education, which will include giving students and staff the tools to respond effectively to discrimination.	<ul style="list-style-type: none"> Staff in Learning Services and Aboriginal Education departments, along with senior management, participated in PAHA Cultural Competencies web-based workshop. 	<p>Ongoing focus.</p>

Action	Analysis of Progress	Status
Create a district Elders Program, and provide opportunities for parents and family members to be welcomed into the schools.	<ul style="list-style-type: none"> • A memorandum of Understanding was developed with the Aboriginal Friendship Centre to provide elder support and advice to the Aboriginal staff of VBE. A directory of Aboriginal services, artisans and elders is being developed for use in the VBE • District and school based staff work with PACs and students to provide a welcoming environment for individual parents and family members including at Strong Start Centres and Ready-Set-Learn events. 	<p>MOU was developed and signed.</p> <p>Directory development underway with a projected 2014 completion date.</p>
Ensure that Aboriginal students and their families are involved in assessment and appropriate placement decisions in the full range of VBE specialized programs from gifted to supportive, which includes remedial and behavioral.	<ul style="list-style-type: none"> • Worked with personnel from alternative programs, district placement centre, learning services, and individual Aboriginal family members to secure student placements within VBE alternative programs. • Students and their families were supported by Aboriginal Education staff through home visits, school and inter-ministerial meetings. 	<p>Ongoing</p> <p>Staff conducted 217 home visits.</p>
Develop a tool that will allow the school and district to know and monitor the stories of Aboriginal students and their sense of belonging and connectedness.	<ul style="list-style-type: none"> • The <u>Connections Tool continued in use throughout the district and will be evaluated as per best usage in the coming year.</u> 	<p>AIMS system introduced.</p> <p>Connections Tool used as supporting tool and is still under evaluation for continued use.</p>

Goal #2: 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:

- **Early childhood programs**
- **Foundation Skills Assessment Results**
- **Provincial Exam Results**
- **Grade To Grade Transition Rates**
- **Graduation Rates**
- **Participation in Provincial Exams**

Performance Indicator: Early Childhood Programs

Pre-School and Transition Programs

StrongStart Centres support Parents and caregivers who are encouraged to take part in the play-based learning activities, story time and sharing of healthy snacks for 0-5 year olds. There were 19 StrongStart Centres operating in Vancouver in 2012-2013. The Ministry of Education designates the number of StrongStart Centres which a district may have. Six of the schools have a significant Aboriginal population. The StrongStart located at Macdonald Elementary Aboriginal Focus School works with BCACCS (BC Aboriginal Childcare Society) to offer an Aboriginal Focus within the StrongStart Program.

Ready-Set-Learn is a system-wide program that supports positive connections between families and the school system. It targets three and four year olds and their families. In 2012-2013, 92 schools participated in Ready-Set-Learn events.

Welcome to Kindergarten is a springtime program for parents and kindergarten children who are registered for the coming year. The program introduces early learning activities and resources for families to help their children to be better prepared for school and learning. In 2012-2013, 75 schools hosted Welcome to Kindergarten events. Schools with significant incoming Aboriginal population offer all students resources with Aboriginal Content.

Kindergarten and Grade One Programs

The District supports an *Early Intervention* initiative which provides targeted support to at-risk Kindergarten through small group instruction, and Reading Recovery one-to-one support and small group instruction for Grade One students. In 2012-2013 there were 39 schools participating in this initiative. In September 2013 the initiative will expand to include 49 schools.

Performance Indicator: 2012-2013 Ministry of Education Foundation Skills Assessment Results

FSA Grade 4 - READING								
Students	Performance Level Unknown		Not yet meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
Non-Ab. 11/12	1136	33	443	13	1527	45	309	9
Non Ab. 12/13	994	30	391	12	1634	49	337	10
Aboriginal 11/12	102	63	20	12	36	22	4	2
Aboriginal 12/13	104	60	21	12	46	27	2	1
FSA Grade 4 – WRITING								
Students	Performance Level Unknown		Not yet meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
Non Ab. 11/12	1183	35	341	10	1788	52	103	3
Non Ab. 12/13	1038	31	308	9	1880	56	130	4
Aboriginal 11/12	105	65	18	11	38	23	1	1
Aboriginal 12/13	105	61	19	11	49	28	0	0
FSA Grade 4 – NUMERACY								
Students	Performance Level Unknown		Not yet meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
Non Ab. 11/12	1131	33	391	11	1570	16	323	9
Non Ab. 12/13	1000	30	414	12	1659	49	298	9
Aboriginal 11/12	108	67	19	12	32	20	3	2
Aboriginal 12/13	101	58	25	14	45	26	2	1
FSA Grade 7 - READING								
Students	Performance Level Unknown		Not yet meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
Non Ab. 11/12	1347	36	110	12	1623	43	336	9
Non Ab. 12/13	1248	34	512	14	1660	45	283	8
Aboriginal 11/12	107	66	20	12	33	20	3	2
Aboriginal 12/13	81	57	23	16	34	24	3	2
FSA Grade 7 – WRITING								
Students	Performance Level Unknown		Not yet meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
Non Ab. 11/12	1383	37	218	6	1996	53	149	4
Non Ab. 12/13	1260	34	307	8	2072	56	64	2
Aboriginal 11/12	107	66	20	12	36	22	0	0
Aboriginal 12/13	81	57	17	12	41	29	2	1
FSA Grade 7 – NUMERACY								
Students	Performance Level Unknown		Not yet meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
Non Ab. 11/12	1361	36	435	12	1551	41	399	11
Non Ab. 12/13	1209	33	401	11	1689	46	404	11
Aboriginal 11/12	108	66	35	21	19	12	1	1
Aboriginal 12/13	82	58	27	19	32	23	0	0

Notes:

- Approximately 65% of Grade 4 and Grade 7 students wrote FSA in 2012-2013. The overall Aboriginal student cohort is small even without taking into account any exclusions or withdrawals.
- The low District participation rates of both Aboriginal and non-Aboriginal students need to be considered when interpreting results. The Aboriginal student participation rate improved slightly in 2012-13.
- Significant gaps are evident between the Aboriginal and non-Aboriginal student FSA performance rates.

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

Participation in Grade 10 Provincial exams is a prerequisite for meeting graduation requirements. It will be important to address the issues related to non-participation so that it isn't an impediment to graduation.

Year 2010-2013	Course and Grade	Total of Students in Grade	C- (pass) or Better		C+ (good) or Better	
<i>Students/Percentage</i>		#	#	%	#	%
Non-Aboriginal 10/11	English 10	4785	4574	96	3260	68
Aboriginal 10/11	English 10	123	104	85	43	35
Non-Aboriginal 11/12	English 10	5165	4988	97	3696	72
Aboriginal 11/12	English 10	129	109	84	35	27
Non-Aboriginal 12/13	English 10	4855	4710	97	3565	73
Aboriginal 12/13	English 10	117	105	90	49	42
Non-Aboriginal 10/11	Foundations & Pre-Calculus Math10	3755	3433	91	2507	67
Aboriginal 10/11	Foundations & Pre-Calculus Math10	42	30	71	11	26
Non-Aboriginal 11/12	Foundations & Pre-Calculus Math10	4388	4055	92	2821	64
Aboriginal 11/12	Foundations & Pre-Calculus Math10	50	37	74	14	28
Non-Aboriginal 12/13	Foundations & Pre-Calculus Math10	4273	3966	93	2799	66
Aboriginal 12/13	Foundations & Pre-Calculus Math10	37	30	81	13	35
Non-Aboriginal 10/11	Apprenticeship and Workplace Math 10	537	482	90	200	37
Aboriginal 10/11	Apprenticeship and Workplace Math 10	63	59	94	21	33
Non-Aboriginal 11/12	Apprenticeship and Workplace Math 10	602	531	88	205	34
Aboriginal 11/12	Apprenticeship and Workplace Math 10	69	62	90	26	38
Non-Aboriginal 12/13	Apprenticeship and Workplace Math 10	678	606	89	270	40
Aboriginal 12/13	Apprenticeship and Workplace Math 10	76	69	91	27	36
Non-Aboriginal 10/11	Science 10	4901	4724	96	3317	68
Aboriginal 10/11	Science 10	132	118	89	35	27
Non-Aboriginal 11/12	Science 10	4799	4595	96	3285	68
Aboriginal 11/12	Science 10	131	121	92	49	37
Non-Aboriginal 12/13	Science 10	4605	4450	97	3331	72
Aboriginal 12/13	Science 10	113	100	88	49	43
Non-Aboriginal 10/11	Social Studies 11	4437	4303	97	3171	71
Aboriginal 10/11	Social Studies 11	74	69	93	24	32
Non-Aboriginal 11/12	Social Studies 11	4440	4328	97	3192	72
Aboriginal 11/12	Social Studies 11	74	67	91	29	39
Non-Aboriginal 12/13	Social Studies 11	4332	4211	97	3224	74
Aboriginal 12/13	Social Studies 11	72	68	94	26	36
Non-Aboriginal 10/11	BC First Nations 12	52	49	94	38	73
Aboriginal 10/11	BC First Nations 12	38	36	95	12	32
Non-Aboriginal 11/12	BC First Nations 12	63	62	98	53	84
Aboriginal 11/12	BC First Nations 12	27	23	85	12	44
Non-Aboriginal 12/13	BC First Nations 12	97	97	100	79	81
Aboriginal 12/13	BC First Nations 12	25	22	88	10	40
Non-Aboriginal 10/11	English 12: First Peoples	34	31	91	6	18
Aboriginal 10/11	English 12: First Peoples	-	-	-	-	-
Non-Aboriginal 11/12	English 12: First Peoples	33	28	85	19	58
Aboriginal 11/12	English 12: First Peoples	Msk	Msk	Msk	Msk	Msk

Non-Aboriginal 12/13	English 12: First Peoples	36	35	97	24	67
Aboriginal 12/13	English 12: First Peoples	-	-	-	-	-
Non-Aboriginal 10/11	English 12	4516	4418	98	3302	73
Aboriginal 10/11	English 12	40	39	98	24	60
Non-Aboriginal 11/12	English 12	4492	4396	98	3268	73
Aboriginal 11/12	English 12	66	59	89	25	38
Non-Aboriginal 12/13	English 12	4490	4416	98	3302	74
Aboriginal 12/13	English 12	76	72	95	31	41
Non-Aboriginal 10/11	Communications 12	269	262	97	108	42
Aboriginal 10/11	Communications 12	34	34	100	13	38
Non-Aboriginal 11/12	Communications 12	306	298	97	118	39
Aboriginal 11/12	Communications 12	26	25	96	7	27
Non-Aboriginal 12/13	Communications 12	324	308	95	175	54
Aboriginal 12/13	Communications 12	23	22	96	8	35

*BC Ministry of Education District Data

Notes:

- 90% of Aboriginal students achieved a C- or better in English 10 in 2012-2013 which was a 6% improvement compared to 2011-2012.
- 88% of Aboriginal students achieved a C- or better in First Nations 12 in 2012-2013 which was an increase of 3% over 2011-2012.
- Between 2010 and 2013, there was a steady increase in the number of Aboriginal students enrolled in English 12 as compared with Communications 12. Achievement remained comparative to previous years' results.

	Participation #		
	2010/11	2011/12	2012/13
English 12	40	66	76
Communications 12	34	26	23

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 carried out in support of our Mastery goal.

Action	Analysis of Progress	Status
Develop and promote professional development in 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 Enhancement Workers took part in Professional Development activities at their schools throughout the year. A particular focus was in the use of the Aboriginal Information Management System (AIMS). 	Ongoing
Ensure support for individual and collaborative curriculum development and lesson planning about Aboriginal history and culture.	<ul style="list-style-type: none"> Development of Aboriginal Education Resource Preview Centre (as noted In Belonging) The Aboriginal Education Department continued to support and provide professional development and workshops needs on request. 	<p>Ongoing</p> <p>Planning for increased focus in 2013-14</p> <p>Learning Services staff participated in Cultural Competencies web-based series, with facilitation from Aboriginal Education department staff</p>
Provide support for Aboriginal students in the development of their	<ul style="list-style-type: none"> The District Staff undertook a major review of Grade 12 transcripts (TVR) to identify those students who were at risk of not completing Graduation due to lack of 	Through targeted intervention, 16 more Aboriginal students graduated in June 2013.

Action	Analysis of Progress	Status
Graduation Transition Planning.	<p>enrollment in Graduation track programming.</p> <ul style="list-style-type: none"> • A total of 25 students were identified as possibly being within reach of attaining graduation by June. With further investigation into each student's circumstance, this number was adjusted to 20 students. • Individual plans were developed with families, students, and school based staff to address the gaps and increase each student's opportunity to attain graduation status for June 2013. • 16 of the 20 students graduated in June; 	Consider expansion of the pilot initiative for 2013-2014.
Sustain tracking systems that disaggregate Aboriginal data within the District.	<ul style="list-style-type: none"> • The AIMS system had a full year of implementation which provided valuable data on the student interventions throughout the 110 schools of VBE. • BCeSIS and Ministry of Education data was used to monitor Aboriginal attendance, grade transition and graduation rates, and the delivery of programs and services. • Used the <u>Connection Tool</u> in many of our schools to monitor student engagement in our AEEA Goals. • The program continued to monitor the SPED designations within VBE 	<p>AIMs System had full implementation</p> <p>Ministry, district and school level data is tracked and reviewed with each school team</p> <p>Public and district reporting of significant improvement in the Six-Year Completion Rate from 30% in June 2012 to 43% in June 2013.</p>
Increase access to out of school and alternative program support for Aboriginal Learners.	<ul style="list-style-type: none"> • A Memorandum of Understanding was developed between VBE and the Vancouver Community College to work together in support of Post-secondary transitions. • Vancouver Community College, Native Education Centre, and Nicola Valley Institute of Technology provided tuition awards to successful Aboriginal graduates. • 251 VBE Aboriginal students participated in alternative programs within the district. • Worked with the Vancouver Alternate School in reviewing alternative student programs (Fall and Spring). 	<p>MOU completed with VCC</p> <p>Increased tuition opportunities for Aboriginal graduates</p> <p>Ongoing review of program options for students, including Alternative Programs</p>

Goal #3: 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:

- **Student participation in Aboriginal cultural activities**
- **Support the implementation of an Aboriginal Focus School**
- **Develop and procure Aboriginal content materials**
- **Develop and maintain Aboriginal community partnerships**

Performance Indicator: Student participation in Aboriginal cultural activities

- Twenty-nine formal Aboriginal cultural activities took place within 10 Secondary Schools and 19 Elementary Schools during 2012/13.
- A total of 2935 students participated in those Aboriginal cultural activities.
- The following District-Wide events were also held:
 - Saskeengs Finest Performances
 - First Peoples Festival held at the Museum of Anthropology
 - Grade 7 Aboriginal Honouring Ceremony
 - Grade 12 Aboriginal Achievement Celebration
 - Grade 12 Aboriginal Student Retreat at Loon Lake

Performance Indicator: Support the implementation of an Aboriginal Focus School

- Supported the development of a curriculum series centering around the Art Project at Macdonald Elementary

Performance Indicator: Develop and Procure Aboriginal content materials

- Materials were purchased over the school year, sorted, catalogued in the VBE Library Services Catalogue System and materials were put into a Teacher Preview Resource centre at Macdonald Elementary

Performance Indicator: Develop and maintain Aboriginal community partnerships

- Partnered with the Vancouver Aboriginal Friendship Centre for accessing Elders Program
- Partnered with the Britannia Community Centre and Vancouver Native Housing to develop Cultural Carving Pavilion
- Formalized Dogwood 25 Society with chair Mike Harcourt

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 supported our commitment to the Culture and Community goal.

Action	Analysis of Progress	Status
Implementation of an <u>Aboriginal Focus School</u>	<ul style="list-style-type: none"> The Aboriginal Education Department supported the implementation of the Aboriginal Focus School. A major Federal Grant was received and with district support the Aboriginal Focus School was repainted. Aboriginal Art installation was put in place, and related instructional materials began to be developed. 	<p>Aboriginal Focus School opened Sept 2012</p> <p>Development of instructional materials/curriculum resources is ongoing.</p>
Create and develop opportunities for the Aboriginal communities to contribute an Aboriginal perspective to classroom content, curriculum and experiences.	<ul style="list-style-type: none"> School and Aboriginal Education staff initiated and supported classroom cultural experiences. Aboriginal materials and demonstration lessons were developed by staff. A successful First Peoples' Celebration, in partnership with the Museum of Anthropology, was offered to elementary and secondary school classes. Musqueam band hosted schools in workshops and presentations at the Musqueam Cultural Centre during Professional Development Days. 	<p>Ongoing</p> <p>10 Elementary Schools with a total of 242 students, and 15 Secondary Schools Alt programs with a total of 237 students participated.</p> <p>Schools have begun to take advantage of the ongoing invitation from Musqueam to visit the Cultural Centre and participate in workshops. Statistics are not available as schools will book these visits themselves and not necessarily through the Aboriginal Education Department.</p>
Include Aboriginal content at all grade levels and across subject areas. Increased units, lessons and activities about Aboriginal history, culture, traditions and contributions.	<ul style="list-style-type: none"> Purchased resource materials for schools and VBE media/library services. The cultural grants program supported many different cultural experiences through guest speakers, art installation, arts and crafts activities and school field trips. 	Ongoing
Pursue innovative models to better service the needs of students and families in transition or crisis.	<ul style="list-style-type: none"> Aboriginal Ed staff worked with CSTs, Alternative Education, and District Learning Service staff to support students and families in crises. Focused on transition difficulties for students moving from elementary to secondary and from Gr. 9 to Gr. 10. The program focused on in class support and moved away from pull out programming. 	<p>For 2013-14 revisit service delivery model.</p> <p>Transitions at Grades 7-8 and graduation, were emphasized through pilot project.</p> <p>Continue to monitor the service delivery model</p>
Engage parents in VBE enhanced programs, and community services.	<ul style="list-style-type: none"> Discussions were undertaken with Aboriginal Organizations to explore the development of parent support programs. Schools were encouraged to continue developing a warm and inviting environment for parents and to establish events and/or dedicated spaces for Aboriginal parent events, meeting, feasts, or training. 	<p>VBE became a recognized member of the MVAEC Educational Committee</p> <p>Increased focus for 2013-14 as part of School Plan goal</p>

Aboriginal Education 2012/13 – *What's Happening?*

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			
Moccasin Making (Aries Program)	✓	✓	✓
Healing through Hip Hop (Aries Program)	✓		✓
School T-shirts with Aries Logo (Aries Program)	✓		
Drumming & Learning (Bayview)	✓	✓	✓
National Aboriginal Day Awareness & Storytelling (Bayview)	✓		✓
Drumming & Singing (Beaconsfield)	✓	✓	✓
Welcome Potluck (Britannia Elementary)	✓	✓	✓
Afterschool Program: Leadership, self-esteem & empowerment (Brit.Elem.)	✓		✓
Aboriginal Grade 8 Welcome (Britannia Secondary)	✓	✓	✓
Metis/First Nations/Inuit Focus on Educational Activities (Bruce Elementary)	✓	✓	✓
Aboriginal Paddle Project (Byng)	✓		✓
Cedar Walk Year Book Program (Cedar Walk)	✓		✓
Fieldtrips to Bill Reid Gallery + First Peoples Festival (MacCorkindale)	✓		✓
Who Speaks Wolf Presentations (Macdonald)	✓		✓
Importance of Cedar to Aboriginal People W/S & Make a Bracelet (Magee)	✓	✓	✓
Aboriginal Cultural Day: Teepees at School Program for whole school (Nootka)	✓		✓
Musqueam Educational Programs (Point Grey)	✓		✓
Point Grey Celebration Dinner (Point Grey)	✓		✓
'May there always be' Presentation for Remembrance Day (Queen Alexandra)	✓		✓
Aboriginal Leadership (Queen Alexandra)	✓	✓	✓
Residential School Presentation (Quesnel)			✓
Aboriginal Awareness Day: Metis Dancer, Storyteller, Bannock (Renfrew)	✓		✓
Git'samiks Dance Group: Nisga'a Presentation (Renfrew)	✓		✓
Circle of Justice Program (Roberts)	✓	✓	✓
Aboriginal Day Awareness & Cultural Sharing (Roberts)	✓		✓
Storytelling & Cultural Sharing through dance (Roberts Annex)	✓	✓	✓
Button Blanket Presentation (Simon Fraser)	✓		✓
Art book for FASD Youth (West Coast Alternate)	✓		✓
Blanketing Ceremony for Aboriginal Day Celebration (Thunderbird)	✓		✓
District-Wide Project (Elementary/Secondary)			
Saskeengs Performance (District: Elementary & Secondary)	✓		✓
Aboriginal Snowboarding TEAM (District: Secondary Students)	✓	✓	✓
First Peoples Festival at MOA (District: Elementary & Secondary)	✓	✓	✓
Aboriginal Grade 7 Honoring Ceremony (District: Elementary Students)	✓	✓	✓
Grade 12 Aboriginal Achievement Celebration (District: Secondary Students)	✓	✓	✓
Grade 12 Aboriginal Retreat (District: Secondary Students)	✓	✓	✓

Governance and Implementation

The Aboriginal Education Enhancement Agreement Monitoring and Implementation Committee continued to ensure the successful implementation of the Aboriginal Education Enhancement Agreement.

Representation from Aboriginal Communities and representative stakeholder groups including but not limited to students, unions, associations, diverse off-reserve Nations and community groups was invited to share pertinent input on the direction and progress of the Enhancement Agreement's major goal areas.

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

Action	Analysis of Progress
The District will support 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">Under direction of Senior Management Team, District schools initiated Student Success Plans for Secondary Schools; review of Grade 4-7 literacy and numeracy results at elementary, as well as tracking of Grade 7-8 transitions
Aboriginal involvement at all levels of governance within the district will be encouraged.	<ul style="list-style-type: none">Aboriginal representation was in place at various levels: Trustee, District Principal, <u>Aboriginal Focus School</u> Principal, <u>Aboriginal Focus School</u> Teacher, Union representation, DPAC and District Student Council.
The agreement will be in effect from June, 2009 until June, 2014, subject to revision and renewal.	<ul style="list-style-type: none">AEEA Implementation and Monitoring continued to meet in preparation of renewal year
An annual report will be 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 shared <i>Year Three's</i> report findings with their respective stakeholders and were invited to provide submissions on the progress/results of the <i>Year Four</i> Agreement.



Summary

Members of the AEEA I & M Committee acknowledge the positive work done by the Aboriginal Education Department in support of Vancouver's AEEA through its third year of implementation.

The following summarizes key actions taken and progress made in relation to the implementation of the Aboriginal Education Enhancement Agreement during 2012-13.

A. These are areas where results have been maintained or have shown improvements over the previous year(s).

- The Aboriginal Focus School opened in September 2012.
- The Early Intervention Initiative continued to show positive results for Aboriginal students through the Reading Recovery program.
- As a result of the student achievement pilot project in spring 2013, schools identified and supported Grade 12 students who required short-term targeted interventions and supports to meet graduation requirements for June 2013. As a result of this initiative, 16 more students graduated with their classmates. Students in Grades 10 and 11 were also identified through this process so that interventions could be developed in the year(s) prior to graduation, in order to prevent barriers to success.
- There was improvement in the Six Year Completion Rate of Aboriginal students from 30.8% in 2012 to 43.3% in 2013. This rate includes students who receive a Dogwood Certificate, and those who receive a School Leaving Completion Certificate.
- The AIMS system was fully implemented as a means to monitor and adjust the frequency and nature of student interventions.
- Increased opportunities for students to engage in career education programs and courses, i.e. through exploration of MOUs with post-secondary institutions.
- Participation rates in Aboriginal enhanced programs have remained high (99%) for students who self-identify as Aboriginal.

B. These are areas where continued focus and attention is needed:

- Student attendance continues to be a concern. For elementary students, the rate of absence has stayed relatively the same from 2009-2013, with little noticeable improvement. Secondary attendance has improved to some extent, but still has room for significant improvement. Continue to work with district and school-based staff, and community agencies to encourage and support better attendance.
- Increase participation rates for eligible students writing Grade 10 Provincial exams. Build an understanding with students that this is an important and obtainable precursor to meeting graduation requirements.
- Continue with the positive trend of increasing Six- Year Completion Rates.
- Build upon the short-term gains of the spring pilot project by establishing the practice of ongoing reviews of individual students' transcript verification records (TVRs) and letter grades at elementary school levels. Refocus the work of Aboriginal Education department staff on the Mastery goal, as well as maintaining structures for supporting student connectedness to schools.
- Support schools in the implementation of their new School Plan goal related to Aboriginal Education in terms of student learning and/or cultural enhancement.
- Improve district access to and use of data in order to plan for student and program interventions.

Recommendation

For Year Five the focus will be on addressing the areas of need as noted in B above through restructuring the service delivery model of the Aboriginal Education department; continuing to liaise with schools around tracking and monitoring of individual student progress; and supporting schools in effective implementation of the School Plan goals.

We recognize that supporting Aboriginal student success is a shared responsibility among staff at the district and school levels, and with students, families and community.

While we can reflect on and appreciate individual and cohort successes in 2012-2013, we look forward to refining and improving our strategies and targets to better support all Aboriginal students in the coming year, as we plan for the renewal of the Aboriginal Education Enhancement Agreement in 2014.

Aboriginal Education Enhancement Agreement Addendum for Year 5 (2013/2014)

During the 2013/2014 school year, the AEEA Implementation and Monitoring Committee reviewed the report for 2012/13, and began to outline the process and document for the renewal of the agreement in June 2014.

Aboriginal Education Enhancement Agreement Implementation and Monitoring Committee

Community Partners

Diana Day,	District Parent Advisory Council
Derik Joseph,	British Columbia Institute of Technology
Faye Mitchell,	Musqueam Indian Band, Education
Ron Johnston,	Simon Fraser University, Faculty of Education
Kori Wilson	Vancouver Community College, Director Aboriginal Education and Community Engagement

Trustees

Patti Bacchus, Chairperson of the Board
Ken Clement

VBE Representatives and Staff 2013-2014

Christine Stewart,	Vancouver Secondary School Teachers' Association
Debbie Pawluk,	Vancouver Secondary School Teachers' Association
Don Fiddler,	District Principal, Aboriginal Education
Laura Rudland,	Vancouver Elementary School Teacher's Association
Julie Parker,	Vancouver Association of Secondary School Administrators
Tim McGeer,	Vancouver Association of Secondary School Administrators
Maureen Ciarniello,	Associate Superintendent, Learning Services
Steve Cardwell,	Superintendent of Schools
Trudi Harris,	Aboriginal Education Enhancement Worker (CUPE 15)
Vonnie Hutchingson,	Vancouver Elementary Principals and Vice Principals' Association

2013-2014 Vancouver Board of Education, Aboriginal Education Department Staff

District Staff

Don Fiddler, District Principal
David Delorme, Consultant
Trudi Harris, Cultural Coordinator
Diane den Otter, Office Support

Resource Teachers

Erla Calahaisn
Chas Desjarlais
Shannon Dolen
Sohan Dulai
Daphne Wale
Michelle Wood
Victoria Rafighi
Kyle Ross
(Elizabeth Kreig - on leave)

AEEW

Amanda White
Angela Nabess
Bonnie Wendt
Dee Hughes-Slade
Deborah Bell
Dena Galay
Donna Lokhorst
Ernie LaRochelle
Fran Bolton
Jacquelyn Nadrazsky
Jennifer Sherif
Judy Ronnenberg
Katanni Sinclair
Karen Lepine
Kristina Leon
Loretta Williams
Megan Haggerty

Michelle Sylliboy
Patricia Forrest
Reid Narcisse
Robin Roberts
Suzi Bekkattla
Tori Johnson
Trent Gauthier
Warren Williams
Wendy Ryan

Because the focus was on developing the new agreement, the 2013/2014 report has been created as a short addendum to the 2012/2013 report outlining results and actions related to the Summary statement on page 23 of the 2012/13 Year Four Report.

- Student attendance.
Attendance continues to be tracked through the BCeSIS system and the AIMS system. As discussed by the committee, this issue continues to be one that requires attention and challenges staff and the community to identify successful strategies.
- Increase participation rates for eligible students writing Grade 10 Provincial exams.
This data will be available in the fall of 2014.
- Continue with the positive trend of increasing Six- Year Completion Rates.
As noted in the Superintendent's Report on Achievement January 2014, there has been a 14% increase in the graduation rate for Aboriginal students over the past 5 years. From 2002 to 2013 the Six-Year Completion Rate of Aboriginal students has increased from 21.1% to 43.3%.

BC SIX-YEAR COMPLETION RATE, 2008/09 - 2012/13

The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student is included in all reported outcomes for Aboriginal students.

The Six-Year Completion rate is the percent of Grade 8 students who graduate with a Certificate of Graduation and is NOT the inverse of a "dropout rate" as students may graduate after the six-year period.

SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2008/09	29	34	24	82	86	78
2009/10	25	29	22	83	87	80
2010/11	32	35	29	85	89	80
2011/12	31	35	27	86	89	82
2012/13	43	46	40	88	92	85

- Refocus the work of Aboriginal Education department staff on the Mastery goal, as well as maintaining structures for supporting student connectedness to schools.
 - Aboriginal Education department staff was reorganized. New positions and role descriptions were developed in support of the student Mastery goal. Aboriginal Education Resource teachers (8 FTE) were assigned to support student caseloads, to ensure that students had oversight from district staff.
 - Position of Cultural Coordinator was created to provide a resource to schools in supporting the Aboriginal cultural and community focus.
- Build upon the short-term gains of the spring pilot project by establishing the practice of ongoing reviews of individual students' transcript verification records (TVRs) and letter grades at elementary school levels.
 - This review is occurring formally each term to track and monitor student progress toward successful transitions and graduation. This summary is submitted to the district each term for review by the district team.
 - District staff provide data extracts to schools to inform this review process.
 - School staff, including administrators, counsellors, resource teachers, Aboriginal Education Enhancement Workers and Aboriginal Education Resource Teachers meet regularly to review specific student progress and to identify required supports and strategies.
 - The Aboriginal Education department staff meet monthly to share strategies and information, and review AIMS system tracking and data.
 - Monthly area principals' meetings maintain an ongoing focus on Aboriginal Education under direction of Senior Management.

- Support schools in the implementation of their new School Plan goal related to Aboriginal Education in terms of student learning and/or cultural enhancement.
 - The School Plan template was revised to include the following goal “To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.”
 - As 2013/14 was the inception year for this goal, schools were asked to commence planning, collect preliminary data, identify current practices, and access district supports.
 - Schools were asked to reflect on “What steps are we currently taking that build knowledge, awareness, acceptance, empathy and respect for Aboriginal histories, traditions and cultures among all students?”
 - The February 21, 2014 District Professional Development Day included a keynote focus on: Public Education and Urban Aboriginal People: reconciliation and Collaboration. The keynote address was delivered by National Chief Shawn A-in-chut Atleo, along with other honoured guests: Shane Pointe (Ti' te-in) from the Musqueam Band, and DeDe DeRose, Superintendent of Aboriginal Achievement for the B.C. Ministry of Education. This event was broadcast to numerous school sites, as well as to the Musqueam Cultural Centre and the VSO School of Music to enable VBE staff to view the keynote.

Aboriginal Education 2013/14 – *What's Happening...*

Initiatives to Support the Goals of the Enhancement Agreement

Projects supported through district funding and coordinated through Cultural Coordinator: (not inclusive of all daily activities supported by Aboriginal Education staff)	Belonging	Mastery	Culture & Community
Elementary:			
Bayview: Traditional Welcoming, West Coast Dance and Drumming,	✓	✓	✓
Brock: Traditional Welcoming, Cedar Weaving, Traditional Dance performances, Multi-Cultural Evening, storytelling,	✓	✓	✓
Britannia Elementary: Traditional Storytelling,			✓
Carnarvon: Cedar Weaving		✓	✓
Champlain Annex: Metis Dance Performances			✓
Douglas Annex: Residential School Elders Story Presentation			✓
False Creek: Traditional Storytelling			✓
Grandview: Traditional Storytelling			✓
Henderson: Traditional Storytelling			
Laurier: Storytelling, Library Mural Art Project with Aboriginal focus, Teaching Aboriginal Art Forms to Grade 7 Class for Mural Project		✓	✓
Maquinna: Traditional Storytelling			✓
McBride: Traditional Storytelling			✓
McBride Annex: Cedar Weaving		✓	✓
MacCorkindale: Traditional Storytelling			✓
Mount Pleasant: Cedar Weaving		✓	✓
Norquay: Diversity of Aboriginal People Presentation, Centennial Celebrations, Playground Opening, Cedar Weaving, Metis Jigging,	✓	✓	✓
Queen Mary: Traditional Storytelling, Smudging Ceremony, Lacrosse			✓
Roberts: Hip Hop Beat Making	✓		✓
Seymour: Traditional Cedar Weaving, Button blanket, Storytelling		✓	✓
Shaughnessy: Traditional Storytelling			✓
Simon Fraser: West Coast Singing and Dancing			✓
Strathcona: Pow Wow Dancing, Metis Jigging and Hip Hop			✓
Tecumseh Annex: Traditional storytelling & Aboriginal Teachings			✓
University Hill Elementary: Naming Ceremony Teachings			✓
Weir: Traditional Storytelling			✓
Secondary			
Byng: Traditional Welcome at Pro-D opening, Drama "Raven Brings the Light" Play, Lunar New Year Fest 2014 at Kerrisdale		✓	✓
Britannia: Traditional Cedar Weaving, Aboriginal Career Fair	✓	✓	✓
Churchill: Traditional Storyteller, School Mural that included Musqueam's verse "We are of one heart and one mind" translated into Musqueam Language	✓		✓
Hamber: Traditional Pow Wow Teachings, Metis Teachings, Aboriginal Awareness day that is facilitated by Students initiative	✓		✓
Kits: Traditional Welcoming at the beginning of school year, storytelling, Multicultural Luncheon	✓		✓
Magee: Centennial Celebrations with Traditional Welcoming	✓		✓
University Hill Secondary: Traditional Cedar Weaving Teachings		✓	✓
Vancouver Technical: Traditional Cedar Weaving Teachings		✓	✓
Windermere: Aboriginal Focus Pro-D day		✓	✓

How to Incorporate Aboriginal Content into your existing Curriculum was Presented to the following schools: (presented by Aboriginal Education Resource Teacher and Cultural Coordinator)	Belonging	Mastery	Culture & Community
<ul style="list-style-type: none"> • David Thompson Pro-D day (Fleming, Douglas, Moberly, KFS, Oppenheimer and Tecumseh) • Oppenheimer • Cook • Norquay • Laurier • Queen Mary • Gordon • Douglas Annex • Tyee • Secord • Queen Elizabeth • Cunningham • Begbie • Garibaldi Annex • Primary Piazza at Sexsmith (From various schools and Out of District participants) 	✓	✓	✓
Musqueam Professional Development Days for School Staff:			
<ul style="list-style-type: none"> • Churchill • Gladstone • Hamber • John Oliver • Point Grey • University Hill Secondary • Windermere • Carnarvon • Champlain Heights • Emily Carr • Gordon • Jamieson • Laurier • McKechnie • Waverly • Wolfe 		✓	✓
District Events:			
<ul style="list-style-type: none"> • Community Team Schools Coordinators Retreat: Traditional Welcoming • Annual Grade 7 Conference hosted by Templeton Community Schools Team: Traditional Welcome 	✓		✓
Schools Grand Openings:			
<ul style="list-style-type: none"> • Sir James Douglas Elementary School on September 23 opened their ceremonies with Musqueam Traditional Welcoming and Welcome song • J.W. Sexsmith Elementary School on October 15th opened their ceremonies with Musqueam Traditional Welcoming 	✓		✓