

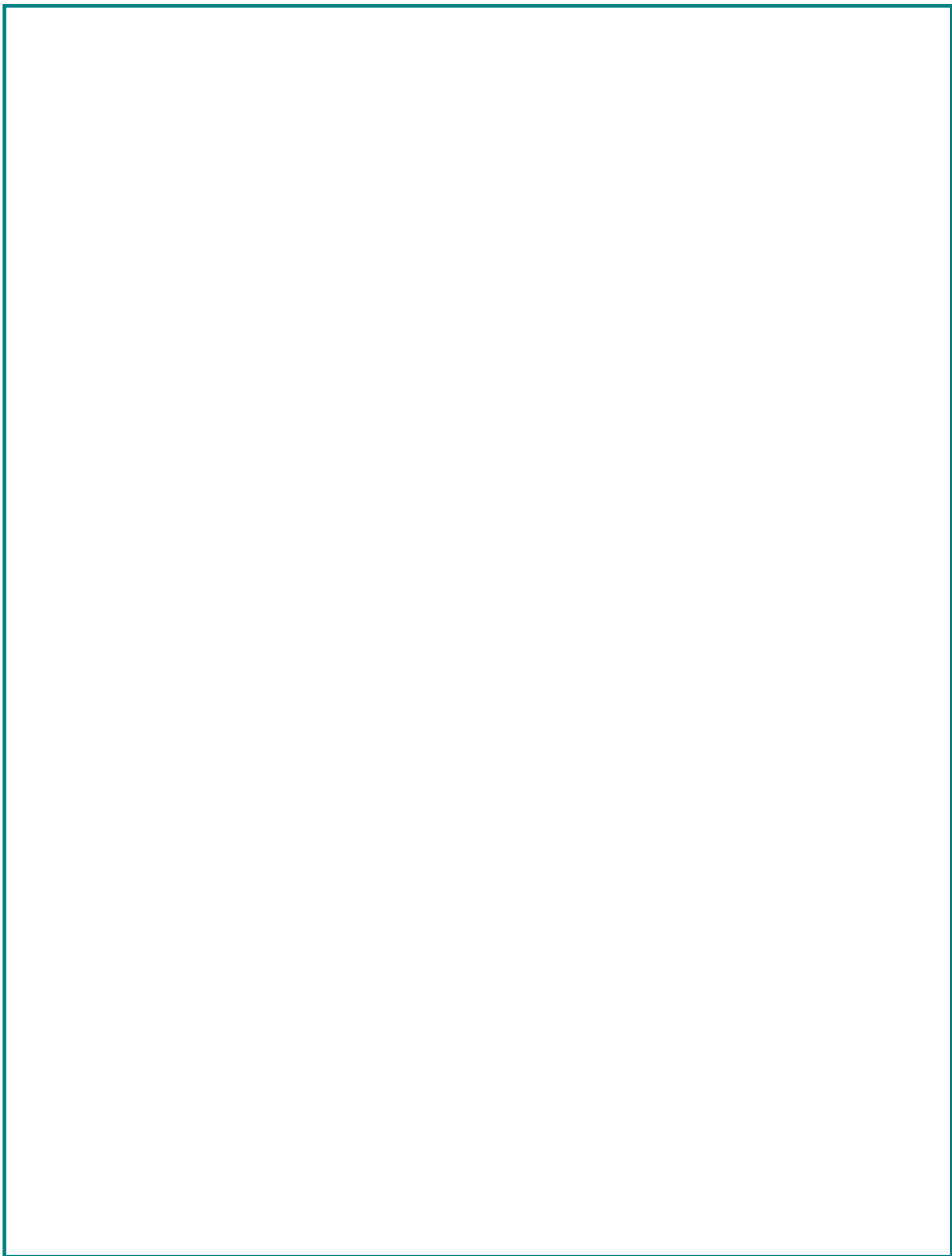


Aboriginal Education Enhancement Agreement - First Annual Report - June 2010

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 – First Annual Report June 2010

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 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.

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



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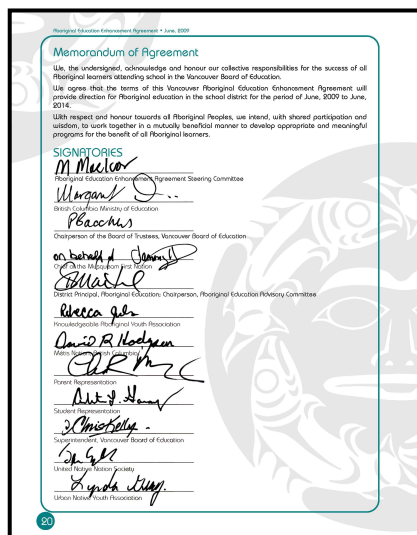
1. Development and Purpose of Aboriginal Education Enhancement Agreement

The Aboriginal Education Enhancement Agreement (AEEA) was formally signed June 25, 2009 by stakeholder of 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. This marked 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. (Entire signed AEEA document available for viewing or downloading 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 education 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.



2. 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, and Aboriginal Learning Inquiry (ALI), and working committees created 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 recognize 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:

Belonging

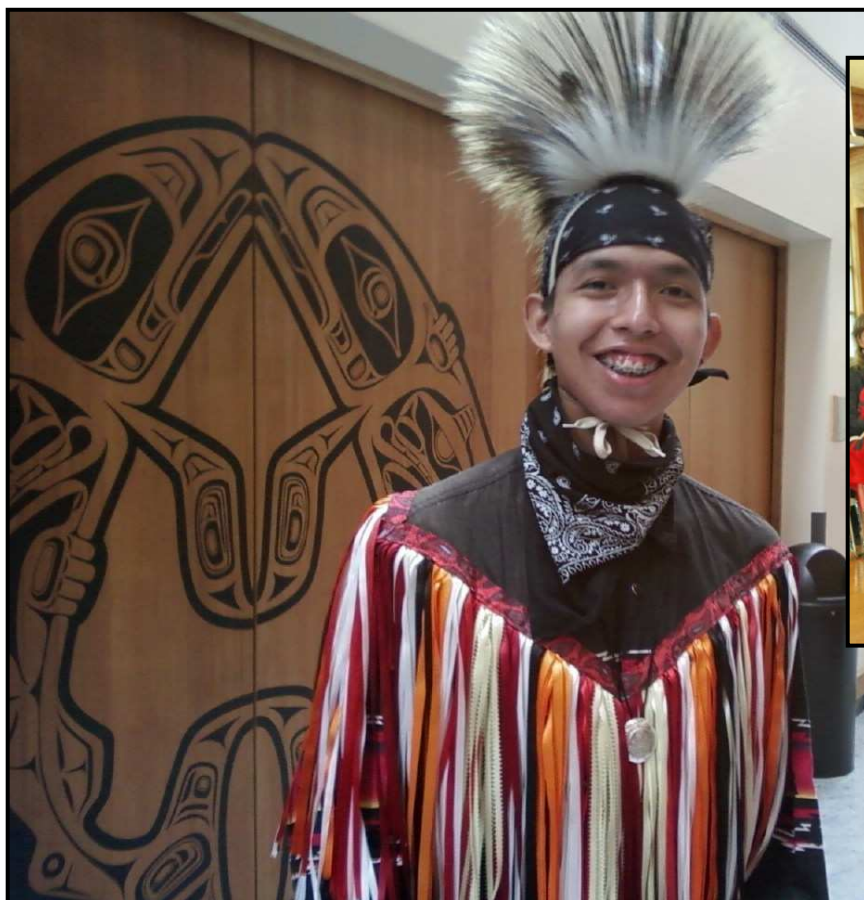
- To increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.

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.



3. 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.

To this end, an **Aboriginal Education Enhancement Agreement Implementation and Monitoring Committee** (AEEA I & M) has replaced the existing Aboriginal Education Advisory Committee with representation from the Aboriginal communities, and representative stakeholder groups, including but not limited to, students, unions, associations, and community groups. The AEEA I & M Committee will follow the progress of the agreement and report annually to the VSB, Aboriginal communities and Ministry.

During the first year, the AEEA Implementation & Monitoring Committee recognized the importance of shared ownership of the AEEA's implementation and the need to go beyond targeted enhanced funding areas to successfully support all goal targets. The Vancouver School District supported year one initiatives with additional funds beyond the Aboriginal Education Enhanced targeted funds.

The main focus has been on increasing awareness of the AEEA goals and strengthening a universal commitment. This was done through increased communication about the AEEA, increased access to resource material, increased presentations and addressing systemic barriers

AEEA Action Plans, "AEEA -Year One: District Implementation Action Plan 2009/2010" and "AEEA Year One: District Terminology Action Plan", have been developed through consultation with the AEEA I & M Committee. The Action Plans and outcomes of the Aboriginal Education Program Review have provided future AEEA directions, exploration of service models and identified challenges that require further exploration.

Aboriginal Education Enhancement Agreement Implementation and Monitoring Committee

Community Partners

Chuck Lafferty, Urban Native Youth Association
Clifford White, Vancouver Aboriginal Friendship Centre Society
Denise Bogle, Vancouver Aboriginal Child and Family Services Society
Derik Joseph, British Columbia Institute of Technology
Faye Mitchell, Musqueam Nations
Gwen Giesbrecht, District Parent Advisory Council
Madeline MacIvor, University of British Columbia

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
Lorinda Mary Moreau, Consultant VSB
Trudi Harris, Enhancement Worker
Beverly Seed, Vancouver Administrator Secondary School Association
Donna Brack, Vancouver Elementary 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

Earla 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-Jay
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

4. 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 3.8% 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

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

*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'

To support a greater understanding of how students are engaged in school experiences a 'Connections Tool' has been introduced. The idea of a Connections tool came about through a series of district forums and discussion about *what we know* and *what we need to do* about student engagement. The Victoria School District's model of a connectedness was present and adapted by the Vancouver School District.

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



The district is in the first year of training and implementation of the Connections Tool and the tool is seen as a valuable framework for understanding and tracking the engagement and involvement of each Aboriginal student. To date there have been eight Administrator training sessions supporting school based leadership of the Connection Tool implementation. All members of the Aboriginal Education staff have been trained to support the school based dialogue and implementation of the tool. Alternative Program staff, Inner City, and Community School Teams and all Area Counselors have participated in training sessions. To support large school teams, the Aboriginal Education District Principal and Enhancement Workers have provided numerous site based workshops.

Understanding school site uniqueness with Aboriginal student ratio, community needs and staffing, the school teams were asked to explore possible ways of implementation and use of the Connections Tool within the first year. Although there have been some challenges with role responsibility and time availability, the majority of schools that are using the Connections Tool have recognized the importance of the dialogue.

Connection Tool Implementation Survey Results*

	Admin Team Leadership Training	Survey* Participation (returned form)	Connections Tool Survey Participation Results				
			Exploring use of the Tool	Using the Tool for <i>Some</i> Aboriginal Students	Using the Tool for <i>All</i> Aboriginal Students	Using the Tool for <i>All</i> Aboriginal Students & <i>Some</i> Non-Ab. Students	Using the Tool for <i>All</i> Students
Elementary	37%	24%	8%	6%	13%	1%	1%
Secondary	44%	39%	22%	11%	11%	11%	11%

* Connection Tool Survey was sent to all Elementary and Secondary Schools

ATTENDANCE DATA AS RECORDED ON BSeSIS

Number of Aboriginal students absent in Grade 3,7, and 9 for 2009/2010 (Sept to June) in all schools									
Grade	Student #	Total Days	0 Days Missed	0.5 to 10 missed	11 to 20 missed	21 to 30 missed	31 to 40 missed	41 to 50 missed	51+ missed
3	139	139	0	54	47	18	10	6	4
7	133	133	3	51	32	24	7	10	6
9	144	144	21	35	31	14	14	7	22

BCeSIS Attendance Data will include all grades in year two of AEEA. This will allow the tracking of cohort groups.

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 2008/2009		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	203	128	63	3112	2239	72
	7	179	74	41	3203	1996	62
	10	109	47	43	2726	1353	50
	12	78	29	37	2236	1059	47
Do adults in the school treat all students fairly?							
	3/4	203	136	67	3103	2235	72
	7	179	90	50	3199	1896	59
	10	109	35	32	2722	1292	47
	12	78	35	45	2239	1111	50
Do your teachers help you with your schoolwork when you need it?							
	3/4	201	148	74	3102	2584	83
	7	178	135	76	3201	2665	83
	10	109	55	50	2726	1867	68
	12	78	42	54	2237	1466	66
At school, do you respect people who are different from you?							
	3/4	201	162	81	3099	2649	85
	7	178	128	72	3201	2765	86
	10	108	67	62	2711	2273	84
	12	77	48	62	2236	1912	86
Do you feel safe at school?							
	3/4	204	170	83	3100	2645	85
	7	178	116	65	3196	2490	78
	10	109	59	54	2720	1914	70
	12	78	43	55	2232	1702	76
At school, are you bullied, teased or picked on?							
	3/4	203	34	17	3100	271	9
	7	179	27	15	3198	272	9
	10	109	27	25	2722	148	5
	12	77	13	17	2228	113	5
Do your teachers care about you?							
	3/4	185	157	85	2868	2499	87
	7	178	110	62	3193	2315	73
	10	108	48	44	2721	1319	48
	12	76	33	43	2235	1052	47
I would like to go to a different school.							
	3/4	198	22	11	3082	201	7
	7	178	34	19	3183	370	12
	10	109	38	35	2707	452	17
	12	78	18	23	2230	301	13
Are you satisfied that school is preparing you for a job in the future?							
	10	108	49	45	2721	1296	48
	12	77	28	36	2235	773	35
Are you satisfied that school is preparing you for post-secondary education?							
	10	109	56	51	2719	1501	55
	12	77	31	40	2236	1036	46

*Ministry of Education Satisfaction Survey has been used as performance indicator - 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* (cont.)

As stated in the 2008 Safe School & Social Responsibility Survey result, Vancouver students reported higher than average levels of belongingness, engagement and connection to the role of adults in school. Unfortunately this survey data did not disaggregate the Aboriginal student population thus not providing a usable measure for this AEEA Belonging performance indicator.

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 that of Non- Aboriginal students. This same group reported a 10 – 15% higher response in a desire to go to a different school.

The Centers for Disease Control and Prevention research supports the need for families, school, 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*)

The Vancouver School District will intensify efforts in this area.



Performance Indicator

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

The Aboriginal Education Department was pleased to announce a new award honoring Aboriginal students across the district who have demonstrated **Community and Cultural Leadership**.

This year four students were presented the Award at the District Aboriginal Achievement Celebration, held June 7th, 2010. The student recipients were recognized for their leadership contribution and presented with a signed Susan Point print. Susan Point is a Musqueam artist and represents true 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.

The AEEA I & M committee also recognized the need to increase community contribution in awards offered.



Performance Indicator

Increased numbers of all students successfully completing B.C. First Nations Studies 12 and English 12- First Peoples.

To support an increase in the number of both Aboriginal and Non-Aboriginal students successfully completing both the identified courses, exploration is needed in how to ensure the course is offered at multiple sites. This would also support an increase in student enrollment. Increased participation in these course areas would increase knowledge and understanding of historical and contemporary issues resulting in a more inclusive school environment.

NUMBER OF SITES OFFERING FIRST NATIONS 12 SOCIAL STUDIES & ENGLISH 12 FIRST PEOPLES

School Year	First Nations 12-Social Studies	English First Peoples 12
2009/2010	6*	1
2010/2011	5*	2*

*includes Vancouver Learning Network and Adult Education sites

Provincial Data is Masked for 08/09 due to low participation in ENGLISH 12 FIRST PEOPLES

BC FIRST NATIONS STUDIES 12*

Aboriginal Students						Non- Aboriginal Students					
School Year	#Students Assigned Final Mark	C- (Pass)		C+(Good) or Better		#Students Assigned Final Mark	C- (Pass)		C+(Good) or Better		
		#	%	#	%		#	%	#	%	
04/05	-	-	-	-	-	-	-	-	-	-	-
05/06	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
06/07	36	34	94	13	36	20	20	100	16	80	
07/08	19	19	100	11	58	46	44	96	32	70	
08/09	55	51	93	24	44	61	52	85	33	54	

BC FIRST NATIONS STUDIES 12*

Aboriginal Students Students Assigned Final Mark					Non- Aboriginal Students Students Assigned Final Mark				
School Year	#Students Assigned Final Mark	Total # Grade 12 Students	Grade 12	Non-Grade 12	#Students Assigned Final Mark	Total # Grade 12 Students	Grade 12	Non-Grade 12	
			#	#			#	#	
04/05	-	91	-	-	-	7000	-	-	
05/06	Msk	115	Msk	Msk	Msk	7142	Msk	Msk	
06/07	36	152	17	19	20	6720	13	7	
07/08	19	209	8	11	46	7026	19	27	
08/09	55	203	21	34	61	7462	45	16	

*Ministry of Education Aboriginal Report 2005/06 – 2008/09 How are we Doing?

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	Initiate	Intensify & Support	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"> ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> • Opportunities were made available to support the infusion of AEEA goals into school plans. • Secondary (72%) & Elementary(37%) schools have goals & objectives supporting Belonging. • The district template for the 2011/12 school plans will be adjusted to include AEEA goal specific indicators. • There has been an increase in awareness and delivery of traditional acknowledgements at school assemblies, meetings, board meetings and events. • To increase a sense of belonging at the VSB Education Centre, a 42" cedar whorl designed by Musqueam artist Susan Point is now proudly displayed in the foyer. The design has been gifted to the Aboriginal Education Department and is used as a symbol of identity and pride on all department materials. • The Aboriginal Education Department hosted an annual Achievement Celebration honoring all grade 12 students who will be leaving the school district. We celebrate all student journeys regardless if they are receiving a Dogwood certificate or leaving due to age. We also include Aboriginal graduates from the Adult Education Centers. This year we had over 50 students participate in the event with more than 350 staff, friends and family members joining in celebration and community feast. We will continue to encourage students' participation with the hope to have a greater district representation.
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"> ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> • The Aboriginal Education Enhanced Funds supported over 100 school-based and district initiatives supporting cultural awareness and increased sense of belonging. (see Cultural / Curriculum Grant list) • The Aboriginal Education Department actively supports this action through daily connections with students and families, presentations/workshops and providing support to classroom teachers/librarians. • The Aboriginal Education Department supported the addition of numerous cultural based resources to school classrooms, school libraries and district media and library services. This has been appreciated by many and directly supports classroom experiences. • Partnership 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. The partnership support has been well received by school staff and community members.
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"> ✓ ✓ 	<ul style="list-style-type: none"> • New resources developed through various partnerships with the Aboriginal Education Department have been well received. The resources have been added to all secondary libraries, social studies departments, alternative programs, adult education centers and VSB media/ library services. • Partnership with Library Consultant and Aboriginal Education Department has been created to established guidelines in resource selection and purchase. This has increased awareness of assessing teaching and learning resources for cultural appropriateness and historical accuracy of the First Nations, Métis and Inuit.
Provide opportunities for		✓	<ul style="list-style-type: none"> • Five members of the Aboriginal Education Department participated

Action	Initiate	Intensify & Support	Analysis of Progress
student leadership within the school, and encourage students to take socially responsible action locally and globally.	✓	✓	<p>in the September 09 "Engaging and Empowering Aboriginal Youth Symposium". The resource materials were shared with all VSB schools, alternative programs and adult education centers. School based administrators were also given an opportunity to participate in an Engaging and Empowerment Webinar series.</p> <ul style="list-style-type: none"> To acknowledge secondary school youth leadership, a new district 'Aboriginal Culture & Community Leadership' award has been developed and will be given out at the Aboriginal Achievement Celebration. There have been many school and district leadership opportunities for youth but at this time 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"> The District Antiracism and Diversity Consultant directly supported this action through her daily work. She has provided numerous learning and reflective experiences for both staff and students. A number of VSB staff have participated in the City of Vancouver's "Taking the Lead: Aboriginal Youth Voices and Vision for Change", roundtable dialogue series increasing connections between cultural groups. Through the Aboriginal Capacity Café, youth have had the opportunity to share their perspective of daily school experiences. Need to continue our work in this area as 'racism' towards the Aboriginal community is widely felt.
Ensure that Aboriginal students and their families are involved in assessment and appropriate placement decisions in the full range of VSB specialized programs from gifted to supportive, which includes remedial and behavioral.		✓	<ul style="list-style-type: none"> The Aboriginal Education Department has strengthened its working partnership with the Alternative Programs, District Placement Centre, and Special Education Department. A greater emphasis on appropriate placement is being supported through the screening processes. Student and family consultation is supported by home visits, joint meetings of department members. Many families have acknowledged their appreciation of the support. The Special Education department has also provided additional assessment opportunities to ensure the appropriate placement or resource. In collaboration with the Gifted Education Consultant, a new assessment tool was developed to address cultural needs. As well an exciting new elementary pilot Aboriginal Enrichment Program will take place next year. The Special Education Department has now completed an Elementary and Secondary Behavioral Review outlining needs and directions to support this action. The Aboriginal Education Advisory Committee participated in both reviews ensuring an Aboriginal perspective was included.
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"> School District 61's "Connections Tool" kit was well established and met the needs of this action. This model was adapted by Vancouver and its implementation is in process throughout the district. The implementation of "Connections Tool" has strengthened the working relationship with the Aboriginal Education Enhancement Workers and school staff by providing opportunities for joint conversations on student engagement. It has also increased awareness on the levels of connection and engagement. Schools have been creative in their implementation of the tool, using it during School Based Team meetings, articulation meetings and consideration for classroom placement. A survey of the implementation process has been established (see survey data). Further exploration of the use & benefits is needed. Baseline data to support this action still needs to be developed.

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.

Presently the Vancouver School District has 18 Strong Start Centers 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. Although eight of the Strong Start sites are located in communities with a high ratio of Aboriginal families, there is limited participation. The Strong Start Coordinators have identified the need to strengthen their outreach in the communities to ensure an increase in participation of Aboriginal families.

The Vancouver School District also supports the Ministry of Education's 'Ready, Set Learn' initiative. This early learning initiative supports the need to have 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's learning and development and inform families of community services. Efforts will continue in this area to increase awareness and participation in the program.



District-wide assessment of Kindergarten readiness.

It should be noted that the term "readiness" in literacy does not take into account what we now know about emergent literacy. The current outlook acknowledges that very young children begin to learn the functions of literacy and begin to become literate through active involvement with literacy materials and by constructing their understanding of reading and writing.

The newly revised Ministry Primary Program (due to be released at the end of August) is based on a 0-8 years concept. The cultural and social aspects of language learning are also part of emergent literacy.

There are currently 27 schools participating in Early Intervention for Literacy which includes several kinds of assessment.

- The classroom teacher and the school resource teacher together decide which K's are at risk in June (or this can happen in Sept. when the K's are entering Grade 1.) The Reading Recovery teacher assesses Grade 1's considered at risk using the Observation Survey.
- In January all K's are assessed with a Kindergarten Screening Protocol and a data sheet summary is submitted in Feb.
- In June, K students considered at risk in any area are retested only in the area(s) of need.

In February, small groups of K students considered at risk and/or with needs, work in small groups of 4, 4 times a week, and receive resource time and active intervention.

(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. However, the district focus on Assessment for Learning (which includes diagnostic assessment) is also encouraged across the district, although this is not mandated, but left to educators' professional judgment. Currently data on reading proficiency is collected beginning at the Grade 1 level.

The use of classroom based assessment and performance standards to 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 District is in the first year of a Literacy plan for exploring data collection to support primary and intermediate grades. We will be closely monitoring the results of these data.

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 an Aboriginal Enrichment pilot project will be offered to increase opportunities for students.

The Vancouver district has established a focus on "Assessment for Learning" which will further address the learning needs for all students.

The 5 big principles of Assessment for Learning 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 self-esteem of students, both of which are critical influences on learning
5. the acknowledgement of the needs for students to be able to assess themselves and understand how to improve.

BC MINISTRY OF EDUCATION-STUDENTS IN SPECIAL NEEDS PERFORMANCE REPORTING GROUPS

STUDENTS IN SPECIAL NEEDS PERFORMANCE REPORTING GROUPS																		
School Year	Special Needs Total #		Sensory Disabilities				Learning Disabilities				Behaviour Disabilities				Gifted			
	Ab	Non-Ab	Aboriginal		Non-Ab		Aboriginal		Non-Ab		Aboriginal		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

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).

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

Grade 4 - Ministry of Education Foundation Skills Assessment 2009

FSA Grade 4 - READING								
Students	Performance Level Unknown		Not yet meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
All	1241	32	412	11	1766	46	429	11
Aboriginal	76	50	34	22	39	25	4	3
FSA Grade 4 - WRITING								
Students	Performance Level Unknown		Not yet meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
All	1279	33	438	11	2053	53	78	2
Aboriginal	77	50	38	25	37	24	1	1
FSA Grade 4 - NUMERACY								
Students	Performance Level Unknown		Not yet meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
All	1205	31	499	13	1800	47	344	9
Aboriginal	75	49	31	20	45	29	2	1

Grade 7 - Ministry of Education Foundation Skills Assessment 2009

FSA Grade 7 - READING								
Students	Performance Level Unknown		Not yet meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
All	1362	33	453	11	1814	43	542	13
Aboriginal	83	55	25	17	38	25	4	3
FSA Grade 7 - WRITING								
Students	Performance Level Unknown		Not yet meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
All	1406	34	491	12	2176	52	98	2
Aboriginal	87	58	26	17	36	24	1	1
FSA Grade 7 - NUMERACY								
Students	Performance Level Unknown		Not yet meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
All	1335	32	451	11	1780	43	605	15
Aboriginal	87	58	23	15	37	25	3	2

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 have been working together over the past few years. Together, we will undertake a research project that will compile information on all intervention and services that impact Aboriginal math and science students throughout the district. The study will include students from both the elementary and secondary sites. The results of this study will provide valuable information to share with Math and Science educators.

Increased student performance and participation in the Grade 10 English, Math and Science and the Grade 11 Social Studies Provincial Exams.

Increased rates of participation and performance in Grade 12 Provincially Examinable courses.

MINISTRY OF EDUCATION 2008/09* – PROVINCIAL COURSES Blended Marks							
2008/09	Total Grade 10 Students	Students Assigned Blended Final Mark		C- (pass) or Better		C+ (good) or Better	
Students	#	#	%	#	%	#	%
ENGLISH 10							
All	5534	4770	86	4569	96	3205	67
Aboriginal	211	130	62	119	92	41	32
ENGLISH 12							
All	7665	4252	55	4140	97	2795	66
Aboriginal	202	46	23	42	91	16	35
COMMUNICATIONS 12							
All	7665	305	4	297	97	153	50
Aboriginal	202	27	13	26	96	8	30
MATH 10 - Application							
All	5534	99	2	89	90	30	30
Aboriginal	211	Msk	Msk	Msk	Msk	Msk	Msk
MATH 10 - Essentials							
All	5535	697	13	634	91	265	38
Aboriginal	211	76	36	69	91	31	41
MATH 10 – Principles							
All	5534	4266	77	3907	92	2590	61
Aboriginal	211	46	22	25	54	6	13
SCIENCE 10							
All	5534	4759	86	4562	96	3220	68
Aboriginal	211	108	51	95	88	27	25
SOCIALS STUDIES 11							
All	6756	4378	65	4226	97	3000	69
Aboriginal	203	61	30	54	89	19	31
BC FIRST NATIONS 12							
All	7665	116	2	103	89	57	49
Aboriginal	202	55	27	51	93	24	44

*BC Ministry of Education District Data 2008/09

The 2008/09 provincial blended mark data indicate a low percentage of Aboriginal students participate and receive a blended final mark in the provincial examinable courses. Also noteworthy is the decrease in the percentage of students receiving a C- than those receiving a C+.

Increase in transition rates for Aboriginal students from grades seven to eight, grades nine to ten, grade 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

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

Only 47% of Aboriginal students enrolled in grade 8 in British Columbia continue in secondary school to complete grade 12 while 81% of non-Aboriginal students complete grade 12. In Vancouver, of 155 self-identified Aboriginal students enrolled in grade 6 in 2004/05, only 104 were still in school in grade 10 by 2008/09. (BC Ministry of Education "How are we doing?" 2009).

This is an important indicator to increase the districts efforts to ensure Aboriginal students are connected and actively engaged in a positive learning experience.



Increased graduation rates from Grade 12, based on Ministry of Education data.

BC Ministry of Education Data – 2004 - 2009

Six –Year Completion and Grade 12 Graduation Rate – 2008/09										
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

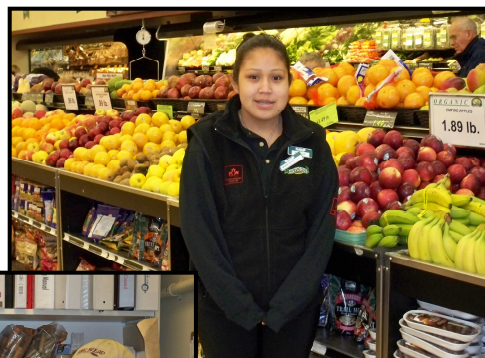
Six –Year Completion and Grade 12 Graduation Rate – 2008/09										
Student	Six –Year Completion		Eligible Grade 12 Graduation Rate				First-Time Grade 12 Graduation Rate			
	Year	Rate	Total Gr 12	Graduates		Honours Graduates	Total Gr 12	Graduates		Honours Graduates
		%	#	#	%	%	#	#	%	%
All	2004/05	-	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

Increased efforts to understand and address barriers are needed, thus potentially increasing the graduation rate 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
- 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	Initiate	Intensify & Support	Analysis of Progress
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"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> Aboriginal Education Department provided professional development to support early year's 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 resource teacher and several Speech and Language Pathologist The implementation and effectiveness of the Moe resource kit has been followed by a UBC research team. (Data to follow. However, at this time many classroom teachers have shared their excitement of student involvement in the activities. UBC Research Project focused on ESL/ESD Language Acquisition support models is underway to improve the success rates of Aboriginal students who receive ESL/ESD funding. Aboriginal Education Department continues to support the use and exploration of "Gifts in Mathematics" . To date several secondary school sites have incorporated the resource and noted increase in student success. As well, students have continued to benefit from summer math programs supported by PIMS. Aboriginal Education, VSB Math Department & UBC Faculty of Science and Math continue their working group and exploration of data collection methods of what is working to support student success. The working group will be implementing a research study to uncover how outreach activities support success. The Aboriginal Education Department provided workshops highlighting the Aboriginal Astronomy kit (French & English) and supporting materials.
Use assessment practices that address the learning needs of Aboriginal learners with Individualized Education Plans. These assessments should include classroom based assessments, or performance standards.		<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> The Aboriginal Education Department continues ongoing collaboration with the Special Ed. Department re: assessment and service models, i.e. review of gifted assessment and language acquisition resource model; Review assessment and process in partnership with Assessment working group and special education and ESL/D team. In Partnership with Gifted Education an Aboriginal Enrichment pilot project will be offered to increase opportunities for students. The District has established a focus on "Assessment for Learning" which will further address the learning needs. The 5 big principles of Assessment for Learning include: <ol style="list-style-type: none"> the provision of effective feedback to students the active involvement of students in their own learning the adjustment of teaching to take into account the results of assessment the recognition of the profound influence assessment has on the motivation and self-esteem of students, both of which are critical influences on learning the acknowledgement of the needs for students to be able to assess themselves and understand how to improve.

Action	Initiate	Intensify & Support	Analysis of Progress
Ensure support for individual and collaborative curriculum development and lesson planning about Aboriginal history and culture.		<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> To support this goal, the Aboriginal Education Department developed a learning package to support the DVD Fallen Feather –Industrial Residential Schools. The DVD and Resource packages were shared through public viewing and staff workshops on the use of the materials. Materials were made available to all secondary schools, and media services (Fallen Feather – Residential Schools and resource guide) To support the discussion of residential schools at the elementary school level, Shi-Shi-Etko and Shi-chi's canoe along with a teacher resource were provided. Many schools have participated in workshops increasing the overall understanding of the impact of various historical events. . Various materials have been provided to school libraries to address the need for resources (Aboriginal Leaders in Canada text, Métis Grade 4 & 7 resource packages, The Fraser River Journey- Aboriginal Studies Curriculum) The department will continue its efforts to support the ongoing professional development and workshops needs.
Provide support for Aboriginal students in the development of their Graduation Transition Planning.	✓	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> Numerous Post-Secondary events were hosted throughout the district strengthening transition and community connection. Further exploration needs to be done to ensure meaningful student participation Continued efforts are needed district wide to ensure students are receiving the information and support they need. The Department will be exploring possible ways to collect data for this action.
Create, implement and sustain tracking systems that accurately disaggregate Aboriginal data and changes over time from K-12, in key areas of academic performance in schools and in the district as a whole.	✓	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> This year many of the Aboriginal Education staff have been trained in the usage of BCeSIS. This along with upgraded computer systems has supported an improvement in the tracking of student contact and service plan information. Further exploration and development of data collection needs to be done to support this action. District Principal is working with the IT department to outline needed reports and receive training. Secondary (100%) & Elementary (95%) schools have goals & objectives supporting Mastery.
Provide for the granting of external credit for participation in Aboriginal cultural activities.		<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> District Principal will continue to collaborate with school teams to develop the criteria for the granting of external credit for participation in Aboriginal cultural activities. These information-criteria packages will be shared with Administrators, counselors, and students. The development will also include community partners input to ensure the inclusion of many cultural and community activities. We are hopeful that a draft of this resource will be available in the fall.
Increase access to out of school support for Aboriginal Learners; e.g. out of class homework clubs, tutoring programs.	✓	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> Collaboration with community organization, Community Links Teams and Inner City Teams needs to be further explored to ensure baseline data can be defined.



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 will be 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 for 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. Two additional cafes are planned for next year.

In partnership with the City of Vancouver, the VSB will undertake a three year anti-racism & intercultural leadership training program for youth. As well, anti-racism sessions will be provided through out 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	Initiate	Intensify & Support	Analysis of Progress
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"> The Aboriginal Education Department and a number of school sites have increased community participation in the development of school experiences. Over the past year staff and community members participated in the development of both the Fallen Feather and Fraser River Journey Learning Package. Aboriginal staff participated in the review of various media and library materials to ensure the quality, accuracy and appropriateness of materials. 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, 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 and historical and present day contributions. Métis Nation BC has provided numerous resources and grade 3, 4 & 7 learning packages. 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.
Provide anti-racism workshops for district, school and administrative staff	✓	✓ ✓	<ul style="list-style-type: none"> Although the VSB has provided many professional development opportunities to increase awareness of diversity and anti-racism, a greater emphasis needs to be established to support the Aboriginal students, staff and families. The district will be taking part in the City of Vancouver Citizen U – youth leadership program which will be addressing these issues. As well, the Aboriginal Education Department will be supporting staff sensitivity training workshops to increase staff awareness and intervention of racial issues.
Encourage, guide and support dedicated school wide development opportunities for the collective learning of staff, Aboriginal families and community members.	✓ ✓	✓ ✓ ✓ ✓	<ul style="list-style-type: none"> The Aboriginal Education Department supported many school site family events and feasts. It has been noted that there has been an increase in the number of events and of staff participation. Events included community and VSB district staff partnership in the creation and delivery of workshop sessions, Capacity Cafés, information packages supporting academic engagement, healthy food choices, community resource connections, and supporting transitions. Some school events were canceled due to a low level of registration or interest, which indicates a greater community outreach and communication method is needed. Both the "Connect Parent Group" Training and the "Grandparents' raising Grandchildren" were cancelled. These are excellent training and resource workshops that will be offered again. Plans for Professional development opportunity, "Aboriginal Education: Key Issues" is underway. This will be a 10 session workshop series. Ongoing work in this area will continue.
Include Aboriginal content at all grade levels and across subject areas. Increased units, lessons and activities about Aboriginal history,		✓ ✓	<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 into the learning experience.

Action	Initiate	Intensify & Support	Analysis of Progress
culture, traditions and contributions.	✓ ✓	✓	<ul style="list-style-type: none"> During the Aboriginal Education Program Review, the Task Force acknowledge the work done in this area and supported the need to establish an inventory of what is being done at each level as well as what resources are still needed. The Aboriginal Education department is also reviewing its service model to allow better use of staff strength and support this goal. The District will also develop a scope and sequence to support this action.
Pursue innovative models to better address the needs of students in transition: from elementary to secondary school level, between programs and mainstream, and between secondary, post secondary or work experience.	✓ ✓ ✓	✓ ✓	<ul style="list-style-type: none"> Although work is being done in this area such as: 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 or issues need from various perspectives, students, families and systems. To support this action, an Aboriginal Transition Team will be established to provide consultation and program delivery. As well, a MVUAS grant was put forward to provide additional funding to support the action. This proposal will bring together families, students, staff and community members to address transition and engagement concerns. This action will be a key focus area for the Aboriginal Education Department.
Engage parents in supportive and informative collaborations with Aboriginal community members, VSB staff, and college and university professionals/students.	✓	✓ ✓ ✓ ✓ ✓ ✓ ✓	<ul style="list-style-type: none"> To increase engagement of parents and family members, a new Aboriginal Education district letter and consent form for parents and guardians were distributed, along with a supporting AEEA – parent, guardian and community pamphlet. This increased the number of inquiries received by the District Principal and Aboriginal Education Enhancement Workers. Another excellent response to this action was the MCFD,ACYMH, & VSB partnership. This partnership allowed for the funding for a new position "Aboriginal Wellness Worker" to help support early intervention and navigation of the Mental Health system. There has been ongoing collaboration with community agencies to create resource sharing opportunities which has supported parent/family engagement. Numerous school sites have established events or dedicated space for parent events, meeting, feasts, or training. In most cases this has increased their sense of belonging to the schools and ability to contribute to their children's educational experiences. The AEEA I & M committee includes parent /guardian representation but needs to consider changing the meeting times to ensure participation. Although there are many inviting opportunities for parents and guardians, there are still many issues and concerns raised regarding racism, lack of information, clarity of information or not feeling welcomed into the school environment. Increased emphasis on improving and monitoring the quality of parent/guardian engagement is needed.
Access Community Partnership grants.		✓	<ul style="list-style-type: none"> Ongoing exploration and distributaries of community grant partnership is required. Base line data for this action is still to be established.

Aboriginal Education 2009/10 – *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			
Aboriginal Community Leaders Focus Day (Point Grey)	✓		✓
Healthy Eating - Natural Resources (Grandview Elementary)	✓	✓	✓
Aboriginal Family Dinner and Artist (Hastings Elementary)	✓		✓
American Southwest Trip (Point Grey)	✓	✓	✓
North Vancouver Outdoor Camp (Tillicum Annex)	✓	✓	✓
Aboriginal Artist and Performers (U-Hill Secondary)	✓	✓	✓
Aboriginal Celebration (Mount Pleasant and Thunderbird)	✓		✓
Paddles (David Thompson Secondary)	✓	✓	✓
Aboriginal Celebration Dinner (Macdonald Elementary)	✓		✓
Button Blanket Presentation (McKenzie Elementary)	✓		✓
Gathering of Nations Pow Wow (Templeton Secondary)	✓		✓
Xa:ytem Field Trip (Norquay & Nightingale Elementary)	✓	✓	✓
National Aboriginal Day (Britannia Secondary)	✓		✓
Honour Scrolls (Outreach Program)	✓	✓	✓
Summer Camp (Southlands Elementary)			✓
Family Field Trips (Queen Alexandra Elementary)	✓	✓	
Dinner & Cultural Sharing Evening (Tillicum Elementary)	✓		✓
Aboriginal Drummers (Grandview Elementary)	✓		✓
Academic Projects			
Learning Garden – Traditional knowledge (Van Horne Elementary)	✓	✓	✓
Moe the Mouse – Digital Cameras/Storyboards (Queen Alexandra)	✓	✓	✓
Traditional Carving Projects/Woodworking (Genesis Alternative Program)	✓	✓	✓
Traditional Aboriginal Food Plant Garden (Van Tech Secondary)	✓	✓	✓
8J/9J World Music – Fine Arts (Britannia Secondary)	✓	✓	✓
Minds and Spirits Storytelling (West Coast Alternative)	✓	✓	✓
Teaching others to enjoy Math (Britannia Elementary)		✓	
Native Youth Sexual Health Presentation (Aries Alternative Program)	✓	✓	
David Bouchard Reading (David Lloyd)	✓	✓	✓
Restoring Aboriginal History and Culture (Charles Dickens)	✓	✓	✓
UBC's Museum of Anthropology (Kingsford-Smith, Seymour & Tecumseh Elementary)	✓	✓	✓
Literacy Resources (Various Schools and Alderwood Program)	✓	✓	✓
Storytelling by Author Nicola Campbell (Grandview & University Hill Elementary)	✓	✓	✓
Field Trip to Vancouver Aquarium (Tumanos Program)	✓	✓	✓
Camp Storytelling by Author Julie Flett (University Hill Elementary)	✓	✓	✓

	Belonging	Mastery	Culture & Community
Resource Materials: Provided to Elementary and Secondary Libraries			
Learn to Count (Native Elements)(Elementary Only)	✓	✓	
Learn the Colours (Native Elements)(Elementary Only)	✓	✓	
Learn the Alphabet (Native Elements)(Elementary Only)	✓	✓	
Learn & Play (Native Elements)(Elementary Only)	✓	✓	
The Fraser River Journey (SFU)	✓	✓	✓
Learn by Doing/Designing (Raven Publishing)	✓	✓	✓
Seven Sacred Teachings (David Bouchard)	✓	✓	✓
People of the Land: Legends of the Four Host First Nations	✓	✓	✓
Moccasins (Earl Einarson)(Elementary Only)	✓	✓	✓
Zoe and the Fawn (Cathering Jameson) (Elementary Only)	✓	✓	✓
Owls See Clearly At Night (Julie Flett) (Elementary Only)	✓	✓	✓
Red A Haida Manga (Douglas & McIntyre) (Secondary Only)	✓	✓	✓
Musqueam Thru Time DVD's (Elementary and Secondary)	✓	✓	✓
Resource Materials: Provided by Aboriginal Education Library or site based			
Sacred Tree: Reflections on Native American Spirituality	✓	✓	✓
From Time Immemorial (Core Learning Resources)	✓	✓	✓
Come Walk With Me: A Memoir (Portage & Main Press)	✓		✓
The Life of Helen Betty Osborne (Portage & Main Press)	✓		✓
First Nations Awareness: Putting it all Together Teachers' Curriculum Guide/Student Activities	✓	✓	✓
Darkness Calls, suicide prevention comic book (The Healthy Aboriginal Network)	✓		
Secret du bison blanc Le (Taylor, C.J.)		✓	✓
Urban Aboriginal Peoples Study 2006: Children & Youth (Statistics Canada)			✓
Belonging –Discussion framework & Study Guide (Daybreak Books & Media)	✓		✓
What Parents Need to Know (Careers for Addiction and Mental Health)			✓
Broken Flute: the Native Experience in Books For Children (Doris)	✓	✓	✓
High Interest Strategies for Aboriginal Theme Books (Langley School District Foundation)	✓	✓	
Supporting Aboriginal Learning DVD (Aboriginal Ed Resource Library)	✓	✓	✓
Shenandoah Films 26 - Aboriginal Resource DVD's	✓	✓	✓
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)	✓		
Infusing an Aboriginal Perspective: Visual Art Representation	✓	✓	✓
Aboriginal Story Telling & Author Visits	✓	✓	✓
Using Aboriginal Education Library Resources to Enhance Classroom Activities	✓	✓	
BC Child Society: Resource Kits & Resource Teacher Workshops	✓	✓	
The Fallen Feather: Indian Industrial Residential School and Canadian Confederation (7 sessions)	✓	✓	✓

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	Initiate	Intensify & Support	Analysis of Progress
An annual Aboriginal Student and Community Forum will be conducted at the District level to acknowledge and support Aboriginal students' input in district directions.	✓ ✓	✓ ✓ ✓	<ul style="list-style-type: none"> During the first year of implementation, youth membership was included in the AEEA I & M Committee as well as on the Aboriginal Education Program Review Task Force. Throughout the District there were a number of school based youth forums and Capacity Cafes that allowed for youth voice. Community Leadership opportunities for Youth voice were supported. A number of students have participated in the City of Vancouver Dialogue series and will be joining the 'citizen u' team in the fall. This is a city initiative supporting the development of youth leadership activities. Community participation was included in the District Behavioral Inquiry Forums. This was important to ensure the overrepresentation of Aboriginal students in behavioral programs will be addressed. At this time, the Department has put forward a grant application which will allow for the funding to support a series of parent forums. If the additional funding is not received other possible ways to involve community voice will be explored
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"> Aboriginal Education Department began to explore a Leadership Team model to develop a leadership service model, leadership criteria, along with promotion of student engagement and leadership opportunities. In September/09-the team participated in the "Engaging and Empowering Aboriginal Youth Symposium". Although there were a number of attempts to bring together students for a leadership forum, the team was challenged by funding restrictions, availability of speakers, and locations. The Department will continue its efforts in this area supporting school and district leadership opportunities and forums However, numerous opportunities were made available for student groups to participate in community organized leadership or cultural events. June/10-the Department presented 4 students with the new 'Aboriginal Culture & Community Leadership' award. The awards are signed prints from Susan Point Musqueam Artist.
The existing VSB Employment Equity policy will be supported and programs will be developed to facilitate the hiring of Aboriginal teachers and administrators.		✓	<ul style="list-style-type: none"> VSB, Aboriginal Education Staff; VSB, HR; VSTA; BCPSEA Partnership: RE: Process for Applying to BC Human Rights Tribunal for Approval. Continued work in this area is needed.
Aboriginal involvement at all levels of governance within the district will be encouraged.		✓	<ul style="list-style-type: none"> At this time the VSB has Aboriginal representation at various levels: Trustee, District Principal, Teacher's Federation, Union representation, District & School Committee and Student Councils and Community Leadership Roles. Ongoing recruitment, distribution of information and encouragement for governance opportunities will continue.

Action	Initiate	Intensify & Support	Analysis of Progress
The agreement will be in effect from June, 2009 until June, 2014, subject to revision and renewal.		✓ ✓ ✓	<ul style="list-style-type: none"> Established AEEA implementation and monitoring committee, base line data and first year action plan. June/09 the AEEA was officially signed. September AEEA I&M committee established and held their first meeting. The committee has overseen the development and implementation of the First Year and Terminology Action Plan.
That terms of reference be developed		✓	<ul style="list-style-type: none"> The new AEEA Implementation & Monitoring Committee established the new guiding Terms of Reference,
Where possible, baselines for goals will have been established by June of 2009. Some will need to be developed during the first year of the Agreement.	✓	✓ ✓ ✓ ✓	<ul style="list-style-type: none"> Baseline Data have been identified in a number of areas using both district based and/ or provincial data. Further exploration of report possibilities from BCeSIS and district collection is needed District Principal will continue with training to support the usage of BCeSIS Program Review Task Force has put forward the recommendation of further discussion on what kind of data should be collected and how to best to extract the information. Exploration of data will continue in year 2 of implementation.
An annual Action Plan will be developed to focus the work of the Aboriginal Education Enhancement Agreement Implementation and Monitoring Committee		✓ ✓	<ul style="list-style-type: none"> The Aboriginal Education Department in support of the AEEA I & M Committee developed two action plans. <ol style="list-style-type: none"> AEEA Year One Implementation AEEA District Terminology The Plans were presented to Committee III and reviewed by a Program Review Task Force. To date many of the items in the Year One Implementation have been initiated and support will continued. Actions within the Terminology Plan will need more attention to ensure that all areas of the district are using appropriate and respectful terminology when identifying Aboriginal students or community stakeholders.
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 will be sharing the outcomes of the annual report to community and stakeholders in the fall of 2010.



Aboriginal Education Enhancement Agreement “What Have We Learned?”

The following three areas of focus and questions will guide our work throughout year two of AEEA implementation

a. Universal engagement of all stakeholders to support the implementation of the Aboriginal Education Enhancement Agreement.

Rationale:

Although the Agreement was signed as a commitment by District Stakeholders in June 25, 2009, and many initiatives supporting goal targets are underway, the shared ownership of the Agreement has not fully been established.

Guiding Questions:

- What does universal engagement mean?
- What are we currently doing?
- How do we foster it throughout the system?
- How are we tracking it?
- How do we recognize the impact?

b. Continuous success of each Aboriginal student.

Rationale:

To develop a deeper understanding of the District's shared commitment, engagement process and tracking student success related to the three goal areas of the Aboriginal Education Enhancement Agreement, full implementation of the Connections Tool, tracking student engagement through transitions, use of resources and systems and structures to support student success will be explored.

Guiding Questions:

- What does “success” mean?
- How are we currently doing?
- How is the Connections Tool being implemented and supported in schools?
- How are we tracking student engagement through transitions?
- How are resources, (human, learning, technological, etc.) being used?
- How do we create fluid, flexible systems and structures to support student success?

c. Increased knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, and culture to support success for all students.

Rationale:

The Vancouver Board of Education has recognized the importance of a paradigm shift within the District, building on a shared responsibility of all stakeholders to support successful educational experiences and in turn strengthening the efforts of the targeted Aboriginal Education Department.

Guiding Questions:

- What are we currently doing?
- How do we foster it throughout the system?
- How are we tracking it?
- How do we recognize the impact?
- How are resources, (human, learning, technological, etc.) being used?
- How do we create fluid, flexible systems and structures to support student success?

Summary

The AEEA I & M Committee acknowledges the work done in support of the AEEA and commits to continue their efforts to move forward in a strength-based partnership. Through this partnership, the district will host a number of discussion and working groups to ensure the future directions are developed in an inclusive manner, allowing for authentic participation of students, staff, community and various stakeholders. Dialogues will be guided to ensure student centered focus, aligning with the District's vision of success for ‘each’ child as well as supporting the holistic approach of the Enhancement Agreement.

The overarching principle of the process will be to encourage positive change throughout the district, strengthen relationships and foster youth empowerment.

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