

Aboriginal Education Enhancement Agreement

Our song
spirits
are here



School District #39 - Vancouver

This 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 (#39)

and supported by the British Columbia Ministry of Education.



Acknowledgment:

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

Aboriginal Education Enhancement Agreement layout designed by The Information Refinery

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Acknowledgments

This agreement honours and acknowledges the people, traditional territory and teachings of the Musqueam and those students, families and community members who are of the First Nations, Métis and Inuit Nations.

We acknowledge that Aboriginal¹ cultures have a continuous and proud history of their own educational practices and the residential school system interrupted this cultural legacy. The partners to this Agreement collectively value all voices and cultures that have now contributed to create this document which seeks to enhance the educational future of all Aboriginal learners.

We would like to recognize the many Aboriginal students, families and individuals who so willingly shared their stories and experiences, and provided significant and powerful ideas for this Agreement².

Finally, we would like to acknowledge the students, Aboriginal Education Department Staff, Teachers, Support Staff, Administrators, District Management Team, the Superintendent, the Trustees, the various committee members and members of the many Aboriginal Community stakeholders who have graciously agreed to participate and provide leadership, direction, and support in the development of this Agreement.

"Musqueam culture today is a blend of the traditional and the modern. We are not a people living out of time, nor a relic of the past encapsulated in history. Like any other Nation, we are a living, breathing people whose culture continues to adapt and grow; we bring forth a proud heritage as we navigate the changes to our surrounding. The values of our ancestors are still our values today. ... And we value education as a means to a brighter future for our young people."

Quote from "Musqueam A Living Culture, Copyright 2006"



1. Aboriginal: refers to the descendants of indigenous people of the region that is now called Canada, including First Nations, status and non-status, Métis, and Inuit persons as recognized by the Canadian Constitution.
2. Agreement means this document with respect to Aboriginal Education Enhancement, and all of its attached amendments and schedules; and, provides a framework for monitoring the continuing evolution of Aboriginal education within the Vancouver Board of Education.

Words from the Musqueam Band Council

ni? ct kʷə ʔəw məkʷ wet tə xʷməθkʷəy̓əm Band Council xʷtəlqən kʷs niʔs ʔəw sθəθəy̓ tə Aboriginal Education Enhancement Agreement ʔiʔ ʔəw sθəθəy̓ kʷs haʔkʷəxs ʔewəʔ ʔə ʔ Vancouver Board of Education tə sʔa:nʔ syəθəs kʷs θəyts kʷə programs kʷs maʔəyts χʷteʔ ʔə kʷə xʷəlməxʷ steʔəxʷəʔ səsəw cewətəm ceʔ kʷə ʔi ʔə tə ʔa tə sʔa:nʔ sxʷəlməxʷaʔʔ təməxʷ.

niʔ q̓pətəlxʷəs tə xʷməθkʷəy̓əm Band Council ʔəw ʔniməʔəs tə xʷməθkʷəy̓əm Education Committee sətəw s̓qəq̓ip kʷs ya:ys ct ʔiʔ tə Vancouver Board of Education, nəcawməxʷ xʷəxʷilməxʷ ʔiʔ tə BC Ministry of Education. ʔa ceʔ kʷə səw ʔəyatəʔ ct ʔəw niʔət ceʔ wəʔ ya:ys səw s̓qəq̓ip ct kʷs cewət ct tə steʔəxʷəʔ, səw m̓is ʔi:wəstəm tə steʔəxʷəʔ tə sya:yss səw yəsθəθəy̓s tə snəwəyʔs ʔə kʷə skʷul ʔiʔ kʷəs əw ʔamət.

s̓xiʔ ct kʷs q̓əq̓əp ct ʔiʔ tə skʷulkʷəlstənəq ʔiʔ məkʷ siyéy̓ə kʷs χteʔəʔct ct ceʔ kʷə programs ʔə kʷə xʷəlməxʷaʔʔ stəhim̓. haʔ ct ceʔ xiləs səsəw xʷə ʔəy̓ tə šxʷqʷeləwəns tə steʔəxʷəʔ ʔiʔ θinamət kʷə χəχi:ls ʔəw niʔəs ʔə kʷə skʷul. sʔa:nʔ niʔ χcət kʷə sya:ys ct: ʔəq̓əlləxʷəs tə ʔθələq tə šxʷtəʔesəʔs tə sxʷəlməxʷaʔʔ. ʔa ceʔ təwʔaləm kʷs ʔəχəst kʷəθə syəθəs səw m̓is xʷə təʔnamət kʷəθə steʔəxʷəʔ kʷə sweʔs syəθəs, ʔiʔ ʔəw ʔiʔtəs kʷəθə nəc̓ məsteyəxʷ kʷəθə sxʷəlməxʷaʔʔ syəθəs.

The Musqueam Band Council supports the Aboriginal Education Enhancement Agreement between Musqueam Indian Band and the Vancouver Board of Education to promote the use of Musqueam history and culture in developing school programs targeting Aboriginal learners within Musqueam traditional territory.

On behalf of the Musqueam Band Council, the Musqueam Education Committee has entered into a collective partnership with Vancouver Board of Education, other Aboriginal communities who have representation within School District 39, and the BC Ministry of Education. This partnership is based on a foundation of mutual respect and will focus on setting goals and developing strategies that will foster both academic and personal success for Aboriginal learners in the district.

Our goal is to collaborate with educators and families to develop and support programs that facilitate academic success and positive self-esteem through cultural awareness for Aboriginal learners. To achieve this, we will draw on the resources of individuals who carry the traditional values of their First Nations, Métis or Inuit ancestors and are willing to share their knowledge with us. This way, children from those Aboriginal communities who are enrolled in School District 39 will benefit from learning more about themselves and as well, witnessing the respect given to their own valuable heritage.

Presented by the Musqueam Band Council

Words from the Métis Nation British Columbia

Métis Nation British Columbia (MNBC) supports the Aboriginal Education Enhancement Agreement between the Métis community, and the Vancouver Board of Education to recognize and respect all Aboriginal learners and promote Métis culture and history in all learning.

Métis Nation British Columbia has entered into a collective partnership with the Musqueam Band Council, the Vancouver Board of Education, other Aboriginal communities who have representation within the Vancouver school district and the provincial Ministry of Education. Métis Nation British Columbia is committed to collaboration, consensus building, effective communication and ongoing consultation with all partners.

Our goal is for Aboriginal learners to develop a strong sense of belonging and confidence through pride in their cultural heritage and connection with their community. Métis, First Nations and Inuit learners will benefit from enhancing the learning environment so that all learners feel safe and respected and have a positive sense of place. Métis Nation British Columbia will work with traditional Knowledge Keepers to ensure that all learners have academic and social success.

Presented by

Dave Hodgson, Métis Nation British Columbia, Minister Responsible for Education

Words from the United Native Nations Society

The United Native Nations Society (UNNS) supports the Aboriginal Education Enhancement Agreement between the Vancouver Aboriginal community and the Vancouver Board of Education as a key component in furthering educational opportunities for all aboriginal community members.

It is through initiatives such as this that our community will continue to grow and prosper and help ensure that all youth both native and non-native have an education that is far more relevant to the history of this continent.

Presented by

David Johnson, Executive Director, United Native Nations Society (UNNS)

Words from Urban Native Youth Association

The Urban Native Youth Association supports the Aboriginal Education Enhancement Agreement between the Vancouver Aboriginal community and the Vancouver Board of Education as a key component in ensuring the learning experience of young Aboriginal learners is a positive one. We believe that the willingness to work in collaboration with the Aboriginal community and develop accountability measurements will help to make this new plan a success for Aboriginal learners.

In particular we are heartened that the new plan recognizes the importance of Aboriginal learners needing positive experiences both academically and socially, that the recognition and inclusion of the true history and strengths of First Nations people must be reflected in the curriculum, and that there are clear quantifiable goals that must be achieved. The timely and full implementation of this plan can help to ensure that Aboriginal youth develop a strong sense of belonging within schools that will contribute to their academic success.

The Urban Native Youth Association is committed to continued collaboration, with the Vancouver Aboriginal community, the Vancouver Board of Education, and the BC Ministry of Education to develop ongoing strategies to build upon past and future best practices in educating urban Aboriginal youth.

Presented by

Lynda Gray, Executive Director, Urban Native Youth Association (UNYA)

Aboriginal Education Enhancement Agreement: History and Development

The Vancouver Board of Education's Aboriginal Education Enhancement Agreement launch was held the evening of January 13th, 2005 at the Chief Dan George Centre in Vancouver. The launch formally marked the date the VSB publicly declared its intention to complete the agreement in partnership with district employees, Aboriginal students, families, community members, the Musqueam Nation and Aboriginal organizations to create a living document to support Aboriginal student achievement. The agreement will provide a road map for the development of positive relationships and collaboration in Aboriginal student success.

The Enhancement Agreement became a vital priority for the district that year. The VSB had an Aboriginal strategic plan in place prior to the development of the Enhancement Agreement. This plan formed a framework for discussion concerning the elements and processes for the Vancouver Aboriginal Education Enhancement Agreement. Numerous meetings, community forums, on-line surveys and in-school discussions were undertaken in extensive consultation with community and schools in the development of this document.

The Vancouver School District also initiated an appreciative inquiry to create a dialogue among educators, parents, students and other stakeholders about how to create schools that best support the success of Aboriginal learners. The findings of the Aboriginal Learners' Inquiry (ALI) indicated there are a number of examples of ways to support Aboriginal learners taking place in the district. The voices of the Aboriginal students and community members captured throughout the ALI forums guided the development of the Aboriginal Educational Enhancement Agreements' goals and actions.

The Vancouver Board of Education, Aboriginal Communities, the Musqueam Nation and the Ministry of Education have worked together to build an agreement embodying the shared vision and commitment of all participating parties to improve the success for Aboriginal learners.



Purpose

*"Walk beside me, I have something to teach you".
Shane Point, Musqueam Elder 2007*

The Vancouver Board of Education, the Aboriginal Communities and the Ministry of Education continue to work together to build this agreement to improve educational experiences and results for Aboriginal students.

The purpose of the Aboriginal Education Enhancement Agreement is to create a living document that embodies the shared vision and commitment of all participating parties to the success of Aboriginal students. The intent of the Agreement is to invite all school district employees and students, families and community members to be accountable for the support of Aboriginal students' holistic success. The Agreement also provides a road map for the development of future relationships and collaborative efforts to ensure the continuous success of Aboriginal students from kindergarten through grade 12 and beyond.

The document recognizes two important ideas:

1. Each Aboriginal learner and family must experience a sense of belonging and place within educational settings, where their voices are heard, where they have choice and influence in decision making, and where their cultures, histories and contributions are respected and reflected.
2. The Vancouver Board of Education will provide equity³ of opportunity for Aboriginal students, and be committed to the ongoing development of best-practice strategies for instruction, improvement and inclusion.



3. Equity: That which is just, impartial and fair.

Guiding Principles

"Our children speak our truth. They represent to us the successes and failures of previous generations. They are our teachers."

Aboriginal Learners' Inquiry Summit Participant

The parties to this Agreement commit⁴ to developing shared ownership and mutual respect through ongoing dialogue and strong relationships that recognize the cultural differences and diverse needs of First Nations, Métis, and Inuit students.

The parties agree to create a learning environment where First Nations, Métis, and Inuit students are safe and respected, have a positive sense of self, place and belonging, and are able to achieve academic success.

The parties agree to honour and acknowledge the people, traditional territory and teachings of the Musqueam, and those students, families and community members who are of the First Nations, Métis and Inuit Nations.

The parties agree to acknowledge the traditional teachings of the Elders and the intrinsic value of Aboriginal cultures, histories and beliefs.



4. Commit: To give in trust or charge, to pledge (oneself) to a position on an issue.

Aboriginal Education Enhancement Agreement Goals

*"Respect is utmost. It is the highest of the laws."
Tupper Aboriginal Community Member*

*"I am First Nations ... no longer burdened with weakness,
from grief and pain of humiliation. I now stand with dignity
and strength within my Native spirit for I am free."
-Shirley Kiju Kawi, "I Am First Nations"*



Belonging

To increase Aboriginal students' sense of pride, self-esteem, belonging⁵, place, acceptance and caring in their schools.

Performance Indicators⁶

The outcomes for the Goal⁷ will be evidenced by:

- Improved attendance and participation in all facets of school life as indicated by the 'Connections Tool'.
- Students reporting a feeling of safety and an increased sense of belonging and comfort in school using the Safe School & Social Responsibility Survey.
- Increased numbers of all students successfully completing B.C. First Nations Studies 12 and English 12- First Peoples.
- Increased recognition of Aboriginal students in leadership, fine arts, academics, gifted and/or other experiences.

*"When I was in middle school I really struggled and did not get much respect. When I went to high school I joined a native studies group. There I gained more knowledge about heritage. That made a huge difference to my self esteem and personal drive for success. I eventually graduated and went on to university and completed a Bachelor of Education. I know now that empowerment comes from knowledge and respect and that is what I teach."
Sheryl Bird, Aboriginal Educator*



5. Belonging: a sense of strong ties and bonding with family, school and the larger community; a sharing of mutual acceptance and mutual concern.

6. Performance Indicators: Performance indicators are measures used to indicate progress towards attainment of goals and objectives.

7. Goal: Goal statements help to focus priorities for improving student learning.

Belonging

Targets:

- Establish baseline data for Aboriginal student attendance and participation within the first year of the Agreement.
- Increase composite measure of perceived level of safety and sense of belonging reported in the Safe School and Social Responsibility Survey for secondary students by a minimum of one composite level.
- Increase numbers of all students successfully completing B.C. First Nations Studies 12 and English 12 - First People by a minimum of 10% in the first year of implementation.
- Establish baseline data indicating the number of Aboriginal students participating in leadership opportunities, fine arts, academics, or gifted programs.



Belonging

Actions⁸

Parties commit⁹ to implement actions that lead to the achievement of the goal.

- Include specific goals and objectives for Aboriginal learners in annual school plans and AEEA plans to support this goal.
- 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.
- Collaboratively develop and provide instructional materials, professional and or staff development on the impact of colonization, social discrimination and media on indigenous societies.
- Provide opportunities for student leadership within the school, and encourage students to take socially responsible action locally and globally.
- Provide anti-racism education, which will include giving students and staff the tools to respond effectively to discrimination.
- Create a district Elders Program, and provide opportunities for parents and family members to be welcomed into the schools.
- 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.
- 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.

*"Who am I?" Somehow I forgot or was it driven out of me during my early years at the residential school. Maybe, but today, I found out "Who am I!"
- Debbie Paul-C. Residential School Survivor*



8. Actions: Clearly articulated strategies connecting district efforts and activities with desired student results.
9. Commit: to give in trust or charge; to pledge (oneself) to a position on an issue; to bind or obligate.

Mastery¹⁰

To ensure that Aboriginal students achieve increased academic¹¹ 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 numbers of students participating in pre-school readiness and early childhood development programs.
- District-wide assessment of Kindergarten readiness.
- 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.
- Increased numbers of students fully meeting and exceeding expectations in Grade 4 and 7 Foundation Skills Assessment
- Increase in transition rates for Aboriginal students from grades seven to eight, grades nine to ten, grades ten through twelve and into further educational opportunities.
- 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.
- Increased graduation rates from Grade 12, based on Ministry of Education data.
- Successful participation in creative and skill building elective areas such as the Arts, Technology Education, and Physical Education

{Mastery} is the desire to accomplish. It means taking pride in doing a job well. The value of mastery also comes from native traditions, where everybody had tasks to perform, for which they were respected. One job was not better than another".
Martin Brokenleg



10. Mastery: Great skillfulness or knowledge of a subject or activity in academic and /or elective areas.

11. Academic: Courses of study generally associated with scholarship and proficiency including, but not limited to, English, Mathematics, Science, Social Studies and Modern Languages.

Mastery

Targets:

- Establish baseline data of students participating in pre-school readiness and early childhood development programs in the first year of the Enhancement Agreement.
- Establish baseline data of Kindergarten readiness and interventions in the first year of the Enhancement Agreement.
- Increase numbers of Aboriginal students in K - 12 who are meeting and exceeding expectations in the key academic areas of Math and Language Arts by a minimum of 5%.
- Increase numbers of students fully meeting and exceeding expectations in Grades 4 and 7 Foundation Skills Assessment by a minimum of 5%.
- Establish baseline data indicating transition rates for Aboriginal students up to Grade 12.
- Establish baseline data to indicate transition from secondary to post secondary and / or further educational opportunities within the first year of the Agreement.
- Increase student performance and participation in the Grade 10 English, Math and Science and the Grade 11 Social Studies Provincial Exams by a minimum of 5%.
- Increase rates of participation and performance in Grade 12 provincially examinable courses by a minimum of 5%.
- Increase graduation rates from Grade 12, based on Ministry of Education data by a minimum of 5%.
- Establish baseline data indicating successful participation in creative and skill building elective areas such as the Arts, Technology Education, and Physical Education.

*" ... as a child I was chased up a tree by a bear. I guess the bear was my teacher. I learned not to disrespect".
Tupper Aboriginal Community Member*



Mastery

Actions

Parties commit to implement actions that lead to the achievement of the goal.

- Include specific goals and objectives for Aboriginal learners in annual school plans and AEEA plans to support this goal.
- 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.
- Develop and promote professional development in instructional strategies to assist educators to improve the success rates of Aboriginal students.
- 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.
- Ensure support for individual and collaborative curriculum development and lesson planning about Aboriginal history and culture.
- Provide support for Aboriginal students in the development of their Graduation Transition Planning.
- 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.
- Continue the support for the academic goals of Aboriginal learners through a variety of services.
- Provide for the granting of external credit for participation in Aboriginal cultural activities.
- Increase access to out of school support for Aboriginal Learners; e.g. out of class homework clubs, tutoring programs.

"Students should be taught tools for choice so that each student can find success in his or her own way. Schooling should not be one dimensional but rather should offer many skill sets that kids can acquire".

Musqueam Elder, 2006

Culture and Community

To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures¹² 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.
- Improved results indicated by social responsibility surveys and anecdotal data through student forums.

"So this is what we truly believe. This is what reinforces our spiritualities: that no being is greater than the next, that we are part and parcel, we are equal, and that each one of us has a responsibility to the balance of the system".
Albert Marshall, Mi'kmaq Elder

Targets:

Establish baseline data in the first year of the Enhancement Agreement.

"If education comes from the heart, it reaches everyone." *ALI Forum, Aboriginal Community Member, Tupper Secondary.*



12. Culture: The system of shared beliefs, values, customs, behaviours, and artifacts that the members of society use to understand their world and each other, and that are transmitted from generation to generation through learning. Source: The Canadian Encyclopedia Historica, 2007

Culture and Community

Actions

Parties commit to implement actions that lead to the achievement of the goal.

- Include specific goals and objectives for Aboriginal learners in annual school plans and AEEA plans to support this goal.
- Create and develop opportunities for the Aboriginal communities to contribute an Aboriginal perspective to classroom content, curriculum and experiences.
- Provide anti-racism workshops for district, school and administrative staff.
- Encourage, guide and support dedicated school wide development opportunities for the collective learning of staff, Aboriginal families and community members.
- Include Aboriginal content at all grade levels and across subject areas. Increased units, lessons and activities about Aboriginal history, culture, traditions and contributions.
- 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.
- Engage parents in supportive and informative collaborations with Aboriginal community members, VSB staff, and college and university professionals/students.
- Access Community Partnership grants.



Governance and Implementation

***"We know from bitter experience that others do not know what is best for us. We are engaged in a fight that we will never give up; a fight to implement the policies which we know will help us lift ourselves above our present problems. We hope for and welcome the support of other people in Canada in that struggle."
George Erasmus, Dene Nation, 1989***

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, will be created to follow the progress of the agreement and report annually to the VSB, Aboriginal Community and Ministry on the progress of the agreement.

An annual Aboriginal Student and Community Forum will be conducted at the District level to acknowledge and support Aboriginal students' input in district directions.

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.

The existing VSB Employment Equity policy will be supported and programs will be developed to facilitate the hiring of Aboriginal teachers and administrators.

Aboriginal involvement at all levels of governance within the district will be encouraged.

***"I feel less time should be spent talking about change and more actions should be taken. We need to develop a system that works to benefit the student and not hold them back. There have been many discussions about Aboriginal education but little progress. We need to establish goals and make the changes now."
Lori Delorme, Métis Nation***



13. Governance: Implementation and monitoring of the agreement by the individuals or entities charged with the responsibility of implementing and following through with the Agreement.

Implementation Plan

A Committee, called the Aboriginal Education Enhancement Agreement Implementation and Monitoring Committee, will be created to oversee the progress of the Enhancement Agreement and will report on an annual basis to the Ministry of Education, the Aboriginal Communities and to the Board through Committee I.

Implementation

- The agreement will be in effect from June, 2009 until June, 2014, subject to revision and renewal.
- That terms of reference be developed.
- 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.
- An annual Action Plan will be developed to focus the work of the Aboriginal Education Enhancement Agreement Implementation and Monitoring Committee
- 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 the Ministry of Education.



Memorandum of Agreement

We, the undersigned, acknowledge and honour our collective responsibilities for the success of all Aboriginal learners attending school in the Vancouver Board of Education.

We agree that the terms of this Vancouver Aboriginal Education Enhancement Agreement will provide direction for Aboriginal education in the school district for the period of June, 2009 to June, 2014.

With respect and honour towards all Aboriginal Peoples, we intend, with shared participation and wisdom, to work together in a mutually beneficial manner to develop appropriate and meaningful programs for the benefit of all Aboriginal learners.

SIGNATORIES

Aboriginal Education Enhancement Agreement Steering Committee

British Columbia Ministry of Education

Chairperson of the Board of Trustees, Vancouver Board of Education

Chief of the Musqueam First Nation

District Principal, Aboriginal Education; Chairperson, Aboriginal Education Advisory Committee

Knowledgeable Aboriginal Youth Association

Métis Nation, British Columbia

Parent Representation

Student Representation

Superintendent, Vancouver Board of Education

United Native Nation Society

Urban Native Youth Association

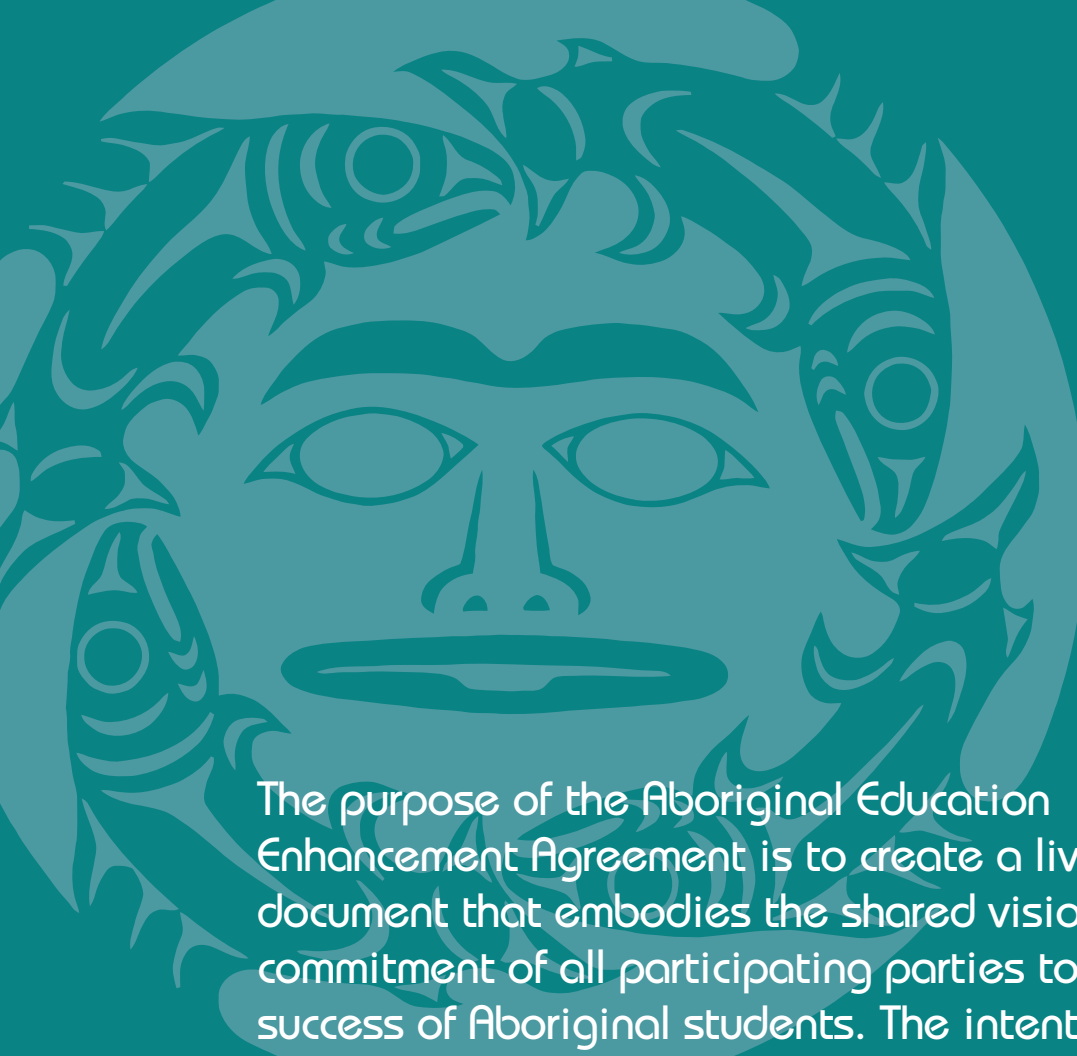
Appendix

Acknowledgements:

We would like to acknowledge and recognize the dedication, commitment and many hours of contribution of the Aboriginal Education Enhancement Agreement Steering Committee and Working Committee along with the many district committees and community resource personnel who made this Agreement possible.

Commitment and contributions by but not exclusive to:

District Parent Advisory Council
 Greater Victoria School Board
 Home Instruction for Parents of Preschool Youngsters
 Infocus Management
 Justice Institute
 Knowledgeable Aboriginal Youth Association
 Langara College
 Lu'ma Native Housing Society
 Métis Nation BC
 Ministry of Education
 Musqueam Band Council and Education Coordinator
 Native Education Centre
 Student, Parent, Elder, and Community Groups
 United Native Nations Society
 University of British Columbia
 Urban Native Youth Association
 Vancouver Aboriginal Child and Family Services Society
 Vancouver Aboriginal Council
 Vancouver Aboriginal Friendship Centre Society
 Vancouver Administrator Secondary School Association
 Vancouver Board of Education
 Vancouver Community College
 Vancouver Elementary Principals and Vice Principals' Association
 Vancouver Elementary School Teachers' Association
 Vancouver Métis Association
 Vancouver Native Health Society
 Vancouver Native Housing Society
 Vancouver School of Theology
 Vancouver Secondary Teachers Association
 VSB, Aboriginal Education Advisory Committee
 VSB, Aboriginal Education Department Staff
 Watari Research Association



The purpose of the Aboriginal Education Enhancement Agreement is to create a living document that embodies the shared vision and commitment of all participating parties to the success of Aboriginal students. The intent of the Agreement is to invite all school district employees and students, families and community members to be accountable for the support of Aboriginal students' holistic success. The Agreement also provides a road map for the development of future relationships and collaborative efforts to ensure the continuous success of Aboriginal students from kindergarten through grade 12 and beyond.

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