VSB

District Plan *for* Student Learning 2011/2012

Learning Engaged Active Relationship Needs Safe

Core Purpose

It is our collective responsibility as a school district to ensure the highest quality of learning experiences for all students, with a focus on student engagement, learning and development in a safe, inclusive environment.

Learning Engaged Active Relationship Needs Safe

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Our Mission

To enable students to reach their intellectual, social, aesthetic and physical potential in challenging and stimulating settings which reflect the worth of each individual and promote mutual respect, cooperation and social responsibility.

District Context

We value childhood as a unique and special time.

Our Students

Enrollment

31,000	elementary students
25,000	secondary students
3,000	(FTE) adult education students
48.000	students in continuing education programs
3,000	students in distributed learning programs

Diversity

- 25% of K-Grade 12 students are designated ESL
- 60% speak a language other than English at home
- 126 languages have been identified in our schools
- 7% of elementary and secondary students are special education learners
- 9% of elementary students are French Immersion learners
- 4% of secondary students are French Immersion learners
- 16% of students participate in a school meal program
- 2,000 students attend full day kindergarten
- 4% of students are Aboriginal (First Nations, Metis & Inuit)
- attend Vancouver schools

Our Schools

- Our schools reside on Musqueam and Coast Salish Traditional Territory
- 74 elementary schools and 17 elementary annexes
- 18 secondary schools
- 7 adult education centres
- 1 Distance Education School at 2 locations 1 elementary and 1 secondary
- district programs include early and late French Immersion (18), Manadarin bilingual, Fine Arts, Gifted and Montessori
- 56 district programs connected to our secondary schools addressing a wide range of needs from remedial to enrichment
- 12 Community School Teams
- 3 Junior Kindegarten classes

The Vancouver School District is a large, urban and multicultural school district that includes some of the most affluent and impoverished urban neighbourhoods in the country. This setting provides wonderful opportunities as well as serious challenges. The Vancouver School District is among the most diverse of public school systems in Canada, with an annual enrolment of approximately 56,000 students in Kindergarten to Grade 12. In addition, the Vancouver School District provides educational programs and services to full-time Adult Education and Continuing Education students. Our programs and services address extraordinary combinations of challenge, need, opportunity and potential that exist in every student we serve.

On the one hand, many children, due to poverty and other inhibitors, are excluded from the choices and opportunities that a city the size of Vancouver can offer. On the other hand, many students living in this urban environment are able to take advantage of opportunities to experience and learn from diverse cultures and reap the benefits of involvement with highly sophisticated and experienced arts and recreational groups that you would expect to find in a world-class city. Vancouver schools are involved in a wide range of partnerships with cultural, arts and service organizations. The district also offers a multitude of services and program options to meet student interests and needs.

"A safe and caring school is one in which there is a deep personal commitment to the core social values of justice, respect and compassion. Students must be able to observe and encounter these values in action in their daily lives, especially in the school setting."

BC Ministry of Education. (2008, November). Diversity in BC Schools: A Framework

We believe in educating the whole person.

Over the past decade, the Vancouver School District has had to eliminate many programs and positions as a result of budget shortfalls. Non-enrolling teachers, the Literacy Team, ESL Consultants, Consultants for Special Education, Consultants in Social Responsibility and the Math Team have all been reduced or eliminated. These losses have hampered our ability to support teachers as they work to support each student in their classroom. In addition, the District has experienced immense changes in personnel in key positions. It is a testament to the commitment of teachers, other staff, and administrators in schools that we continue to make a difference for students in their learning and social development.

It is clear that the people in the district are its greatest strength. The legacy of the work of the Literacy Team over the years is evident in the elementary schools where teachers continue to focus on improving the reading and writing of their students. The wonderful art, music, drama, and dance are among the best in the Province. Students in the Career Programs in a variety of areas, and notably Culinary Arts and Theatre, win Provincial and National awards. Secondary students are annually extremely successful in Science Fairs, going on to National competitions. Dedicated teachers support the students with Special Needs and who are learning English as an additional language. Support staff assist students who are vulnerable in a number of areas. Our buildings – many of which have passed their centennial -- are clean and well-maintained.

The District Plan for Student Learning

We believe in the provision of a wide range of programs, services and resources to meet the needs, interests and abilities of all learners.

Our focus on Literacy is one we intend to continue for some time. As we have noted in other documents, there are at least two significant reasons for this focus. One is moral: we have a responsibility to ensure that all students in Vancouver are able to read and write at a level that allows them to be successful in life. The life chances of people who are not literate are severely limited. We must continue to work at reducing the number of students who do not meet expectations in reading. The second reason is practical. We have great strengths in our literacy work in the District on which we can build. And, literacy is a good indicator of overall success in school. We will also be building on recent work on data collection that will allow us to more closely track success in reading across cohorts of students.

Our focus on literacy, however, builds on the Foundations we have supported over the years: social emotional learning and a particular focus on success for Aboriginal students. We are committed to the learning we undertook in our Appreciative Inquiries and will continue to address the conditions of learning that are so foundational to student success.

In November 2010, the Vancouver Board of Education began the process of consultation to develop a Strategic Plan to articulate its long-term goals and priorities and provide overall strategic direction for the School District. This is a comprehensive process comprising research and extensive consultation with the School District's partner groups and the public. This work is still underway, and it reinforces the direction of the District Plan. Student engagement is the first goal of the plan and strategies encompass the range of activities that are included in this plan: assessment practices, the use of technology, positive learning environments, and effective instruction.

In addition, we have been engaging in a Program Review of the three areas that affect student success: Literacy Practices, Aboriginal Education, and Special Education. We worked with all our stakeholder groups on Phase I last year and identified a key area for further review. This area is the work of non-enrolling staff. We are continuing with this work with a goal to establish possible models to be implemented; to provide advice on staff allocation and professional development; and
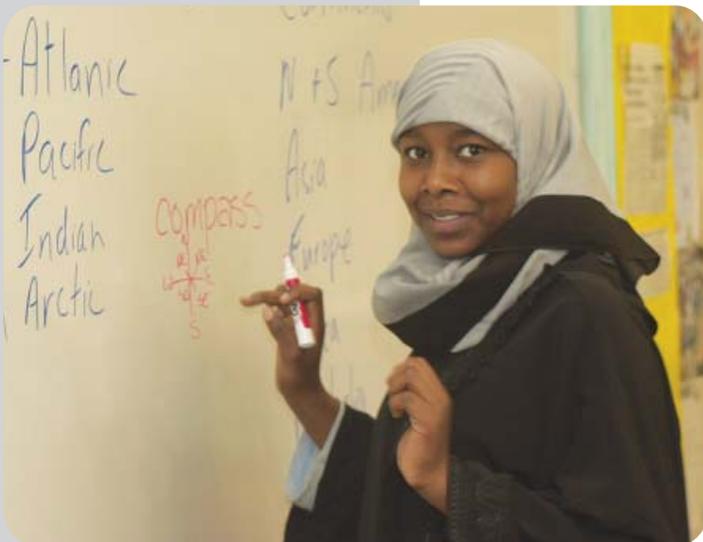
to generate suggestions for better aligning of staff and resources to support student needs.

In October through November 2010, the Vancouver Board of Education consulted with stakeholders and the general public on potential school closures involving five schools on the east side of Vancouver. On December 14th, the Board supported several key strategic directions with respect to school programs and facilities. Of primary significance among these recommendations was the implementation of a process to develop a comprehensive plan for sectoral reviews across the school district. At the centre of the recommendations is a belief that more needs to be done to examine the educational offerings in all areas of the school district so that our students have equal opportunity and access to a range of programs and services along with quality learning experiences within safe, modern and vibrant facilities. The review has begun this spring and will end next May with recommendations about access to educational programs and use of facilities.

What is Our Vision of Student Success

Our vision of success for each student, illustrated in the *Success for Each Student* graphic, is based on two complementary conceptual frameworks: Response to Intervention and Effective Behaviour Support. Each tier of this model represents increasingly intense services that are associated with increasing levels of learner needs. Interventions at all three levels are aimed at improving student response to instruction and improving student outcomes.

At the *Universal Intervention* level, each student refers to every student enrolled in a regular classroom. Assessment for learning, as well as summative assessments are components of teaching practice. Tier one represents high quality instruction and monitoring of student success to support social emotional functioning and cultural learning to enrich or extend learning experiences.

Targeted Group Interventions are determined by a collaborative School Based Team process. The assessment focus is increasingly narrow to determine the specific areas that are interfering with a student's ability to learn or demonstrate learning. Instruction is designed to increase success. Small group instruction may support learning, support social emotional

We believe
that schools should provide a safe, secure and hunger-free environment.

We believe
that children should be empowered to recognize and exercise their rights.

We believe
in equitable treatment for all individuals regardless of race, culture, gender, religion, socio-economic status, sexual orientation or physical or mental ability.

functioning, enrich or restore cultural learning, and enrich or extend learning experiences.

The Success for Each Student graphic represents an engagement of the entire system on the purpose of student success. Each tier represents the ways in which we organise our assessment and instruction cycles to monitor for student success.

Intensive, Individual Intervention refers to the set of services, supports, strategies and instructional approaches that are required to create conditions of success for students whose needs are highly defined. At this level, a highly individualised approach is taken to both assessment and instruction. Each intervention is carefully monitored for its effectiveness.

The Vancouver School District is committed to working with families and outside agencies to further provide for the success of each student. We promote the values of meaningful consultation when working to make decisions regarding services, supports or placement decisions. This works most effectively when we are able to collaborate with families as early as possible. As we move to full day kindergarten, a variety of partnerships will be required in order to ensure that early intervention is a key strategy for success.

Success for Each Student

System
Supporting Staff

Information
Supporting Decision Making

Effective Practices
Supporting Children
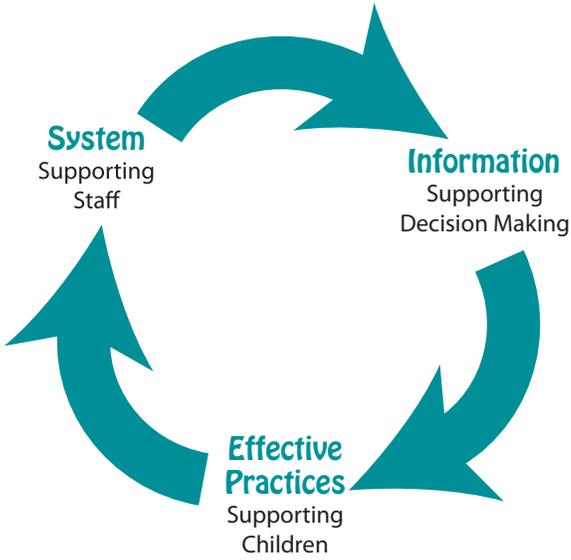
Learning Systems

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Social - Emotional, Behaviourial Systems

1 - 5%

5 - 10%

80 - 90%

Intensive, Individual Intervention
- Individual Students
- Assessment-based
- High Intensity
- May include a District class placement

Targeted Group Interventions
- School Based Team processes
- Some students
- Rapid response
- Learning Assistance,
- English Language Learner Support
- Aboriginal Education
- Gifted
- Early Intervention in Literacy

Universal Interventions
- All settings, All students
- Preventive, proactive
- Whole class assessment for learning
- Universal design for Learning/ Differential Instruction

Intensive, Individual Intervention
- Individual Students
- Assessment-based
- Intensive, durable procedures
- Wrap around
- May include a District class placement
- Support from Behaviour Strategies
- Consultant and/or STIBS workers

Targeted Group Interventions
- School Based Team processes
- Some students
- Rapid response
- Social Emotional Learning
- Restorative practices
- Social Skills instruction
- Functional Behaviour Assessment

Universal Interventions
- All Settings, All Students
- Preventive, proactive
- EBS school wide systems
- Positive Behaviour Support
- Social Emotional Learning
- Conflict resolution – Second Step
- Classroom Management – Alert Program
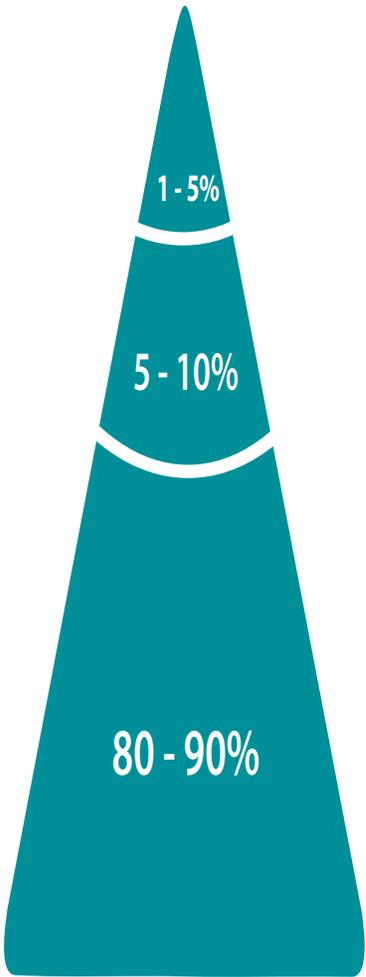
On our vision of student success, schools and the district are closely aligned in our work. In order to accomplish this alignment we are working with all schools on their collection of data for tracking success of students in reading. We acknowledge that reading is not the only literacy skill, but we also know that it is closely correlated to success in writing and oral language. Although schools do not have to have a goal in literacy, they must provide data to the district. We will use these data to help with decisions about resource allocation. Similarly, we work with all schools on our foundational commitment to social emotional learning and we continue to collect data on aspects of this learning – most recently in the form of the Middle Years Inventory (MDI). As well, we have a goal for universal commitment to the goals and strategies of the Aboriginal Education Enhancement Agreement (AEEA). We have asked schools to make a statement in their school plans that refer to the goals of the AEEA. Although we have much work to do, we are working with schools on supporting the intervention levels so that we share a vision for success for each student.

Our school completion rates are quite high and compare favourably with other school districts with similar populations. Nonetheless, after six years there continues to be 20% of the student population who have not yet completed a Dogwood diploma. One of the ways we address success for these students is to offer an extensive Adult Education program providing opportunities ranging from the literacy level to secondary school completion. Many adults come back into this system to complete their secondary school programs. We have not calculated the ten year graduation rate, but we believe it would be considerably higher than the six year rate. Our Adult Programs contribute to the continuum of supports that provide for student success.

Children and youth need a wide variety of positive, engaging experiences and opportunities in order to learn and develop to their full potential.

Foundations *for*
Success for each Student

We believe in a commitment to excellence.

District Commitments

Safety Needs Relationship Active Engaged Learning

Foundations for Student Success

We believe in cooperation, respect for others and development of social responsibility.

Introduction

In the past, we had outlined goals for Social Responsibility and Aboriginal Education as part of our District Plan. Last year, we decided that these were foundations for learning and that we would focus on only one goal for literacy. The commitment to social emotional learning and success for all Aboriginal students remains. We would not be able to make progress on our goal for Literacy if we did not also pay close attention to the safety and sense of belonging of all students. We will not be successful in literacy and in our completion rates until we ensure our system provides opportunities for the success of each of our Aboriginal students.

Three years of work on an Appreciative Inquiry resulted in our indentifying six underlying conditions for successful learning. We know that we learn best when there is recognition of and support for a diversity of rates and styles of learning; when engaging experiential learning opportunities are presented within and beyond the classroom; when active learning experiences are created by passionate teachers, when relationships are respectful, supportive, and purposeful; when there is flexibility and choice in the system, and when there is a safe and supportive environment. We continue to embrace this set of understandings and are committed to ensuring these conditions underpin our work in supporting teachers and students.

Overwhelmingly students, teachers, administrators, parents and community members repeatedly told us that optimal learning takes place when the following conditions are in place:

Learning
Engaging Experiential
Active Passionate Teaching
Relationships
Need for flexibility & choice
Safety

LEARNING — Diverse rates and styles

ENGAGED — Relevant and experiential opportunities

ACTIVE — Passionate teaching and active learning experiences

RELATIONSHIPS — Respectful, supportive and purposeful

NEEDS — Flexibility and choice

SAFE — Supportive and inclusive environment

Each Student

Which learners are we most concerned about?

How do we communicate and celebrate student success?

What adjustments need to be made?

What are the student(s) needs?

What steps do we take to address the identified needs?

What is the evidence of student success?

Social responsibility

In our district, social responsibility continues to be a core value, as reflected in the District Mission Statement. The development of students' social responsibility was a district goal for five years and for the vast majority of schools, it was also a school goal. In fact, many schools currently have discrete goals in the area of social responsibility or social and emotional learning (SEL). The school district expectation is that schools will actively maintain their successful focus on social responsibility and SEL as a foundation for students' academic success, ensuring that learning takes place within a context of positive relationships, a safe and caring environment, and an inclusive community.

On-going district support and school-based initiatives continue to actively address student safety, sense of belonging and inclusion in

Social and Emotional Learning (SEL)

SEL is the process whereby children and adults develop essential social and emotional skills, knowledge, and attitudes related to:

Recognizing one's emotions and values as well as one's strengths and limitations

Self-Awareness

Managing emotions and behaviours to achieve one's goals

Self-Management

SEL

Responsible Decision-Making

making ethical, constructive choices about personal and social behaviour

Social Awareness

Relationship Skills

Showing understanding and empathy for others

Forming positive relationships, working in teams, dealing effectively with conflict

BC PERFORMANCE STANDARDS FOR SOCIAL RESPONSIBILITY

→ Contributing to the Classroom and School Community

→ Solving Problems in Peaceful Ways

→ Valuing Diversity and Defending Human Rights

→ Exercising Democratic Rights and Responsibilities

Research clearly demonstrates the significant role of SEL in promoting the healthy development and academic achievement of all students.

We believe in fostering a sense of community

diverse school communities and assist staff in addressing the social and emotional development of students. This school year, through an on-going partnership with UBC and the United Way, the district provided elementary schools with school-based information about the development and well-being of their grade four students by distributing the results of the Middle Years Development Instrument (MDI), a research initiative that surveyed over 80% of our Grade 4 students. Key findings included a confirmation that adult relationships, health habits, and activities in community and in school matter to children's well-being and children's well-being and their assets vary significantly across neighbourhoods. (See Appendix I for more details.)

Other school district activities include providing support for the updating of all school codes of conduct, introducing a toolkit to assist schools in implementing a comprehensive scope and sequence for SEL programs, adopting standards for sexual health education, updating diversity policies, providing continued support for addressing diversity within inclusive learning communities, and offering professional development opportunities for staff.

In addition, student belonging continues to be an important goal of the Aboriginal Education Enhancement Agreement. Schools continue to focus on creating inclusive, socially responsible learning communities while aiming to increase each student's sense of belonging and safety, paying particular attention to the needs of vulnerable students. Schools encourage and facilitate students' active participation in their school communities. Schools establish strategies to address the needs of vulnerable students, increase equity and inclusion, and support successful transitions, particularly the transition between elementary and secondary school; these strategies are supported by members of the Community School Teams as well as counsellors and other staff members.

School-based strategies aim to build students' sense of personal and social responsibility and engage students in contributing to their school, their neighbourhood and the broader community. Consistent with the BC Human Rights Code and district policies, schools and classrooms are inclusive environments which value all students and families regardless of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation. Classroom programs and individual interventions are planned, both at the classroom level and as necessary for individual students, in collaboration with school, district and community resources.

Relationships are at the core of a socially responsible learning community. "SEL is based on an understanding that learning is a social process; therefore, relationships and emotions are central to the learning process. SEL is also based on the realization that feelings, thoughts, and actions are interrelated. For learning to be effective, the needs of the whole child must be addressed."

Research Brief for Schools, University of Illinois, 2008.

"According to a growing body of research, addressing the social and emotional needs of youth not only prepares students to learn, but also increases their capacity to learn."

Collaborative for Academic, Social, and Emotional Learning. (2003).

"Whether examining academic performance or involvement in a range of health behaviours, young people who feel connected to school, that they belong, and that teachers are supportive and treat them fairly, do better"
Libbey 2004, Journal of School Health

Early Learning

Early learning focuses on young children's physical, intellectual, emotional, social, and creative potential. Making the most of young children's capacity for learning, and their natural curiosity and desire to learn in the early years, is key to success for our students.

Some learners (25%) are vulnerable even before they enter Kindergarten, and this is not necessarily due to poverty. (Human Early Learning Partnership) Furthermore, research indicates that the environments where children spend their time in their early years sculpt their brain and affect health and behaviour as well as learning. (H.E.L.P.) Additionally, developmentally appropriate practice, especially play experiences and experiences in the arts, develops self-regulation in young learners, which has a profound effect on learning.

In our District, we recognize and support the principles of early learning for our culturally, linguistically, and socially diverse students so that they become successful and lifelong learners.

The District LEARNS framework corresponds to the Ministry of Education BC Early Learning Framework with a mutual focus on active, experiential learning, diversity, safe and caring relationships, and more.

The District's continuing emphasis on literacy is also congruent with the Early Learning Framework's focus on language and literacies. Literacy is fundamental to learning and students' success both in school and beyond. Early literacy includes the important role of talk; dialogue and scaffolding with adults; making meaning of a variety of texts; emergent

reading and writing; multi-literacies (multi-media, the arts). These are all important facets of early learning.

In working towards success for our students, the District works in partnership with community organizations to support early learning/ literacy. Initiatives include:

- Ready, Set, Learn

- Strong Start Centre

- Welcome to Kindergarten

Other initiatives for early learning/literacy include:

- Early Intervention and Reading Recovery

- Moe the Mouse, an aboriginal speech and language resource

- Full Day Kindergarten for all learners

In order to meet the needs of individual learners along a continuum of learning 0 to 8 years, the District continues to implement and strengthen the above programs, with attention to the important role of families and caregivers to early learning experiences.

We value the role of the teacher as central in the provision of the learning program.

"Parents must have a vested interest in their children's education in order to foster success"… "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

Please see Appendix 2 for The Aboriginal Education Enhancement Agreement – First Annual Report, June 2010

Aboriginal Education Enhancement Agreement

The Vancouver Board of Education continues to honour its commitment to the Aboriginal Education Enhancement Agreement. Over the last year, the district supported numerous cultural events, classroom and community learning experiences and the addition of many new resources promoting authentic Aboriginal histories, cultural contributions and increased knowledge of contemporary human rights issues.

Through a number of training sessions, the district introduced an Aboriginal Education Connections Tool that creates opportunities for educators to share in dialogue and monitor student sense of belonging, engagement and connectedness in four domains; School Life, Academic Engagement, Attendance, Peer & Adult Relationships. By using the Connection Tool, school teams gain a greater understanding of the individual student connectedness to the school and community while exploring what support systems are available, in place or needed. The importance of these factors are supported by the findings of the 2010 Vancouver Middle Years Development Instrument (MDI), which gives overall district and individual school information supporting the importance of promoting resiliency and positive social, emotional and physical health.

Also, this year the Board supported several forums exploring student, staff and community interest in possible program options that would promote an increase of knowledge, acceptance, awareness and appreciation of Aboriginal histories, traditions and culture in order to enhance students learning experiences. The forums were well received and the Board has now made a commitment to work with the community to develop a new school with an Aboriginal focus. Further developmental discussions regarding an Aboriginal Choice school are to take place over the next year with a goal to begin in September 2012.
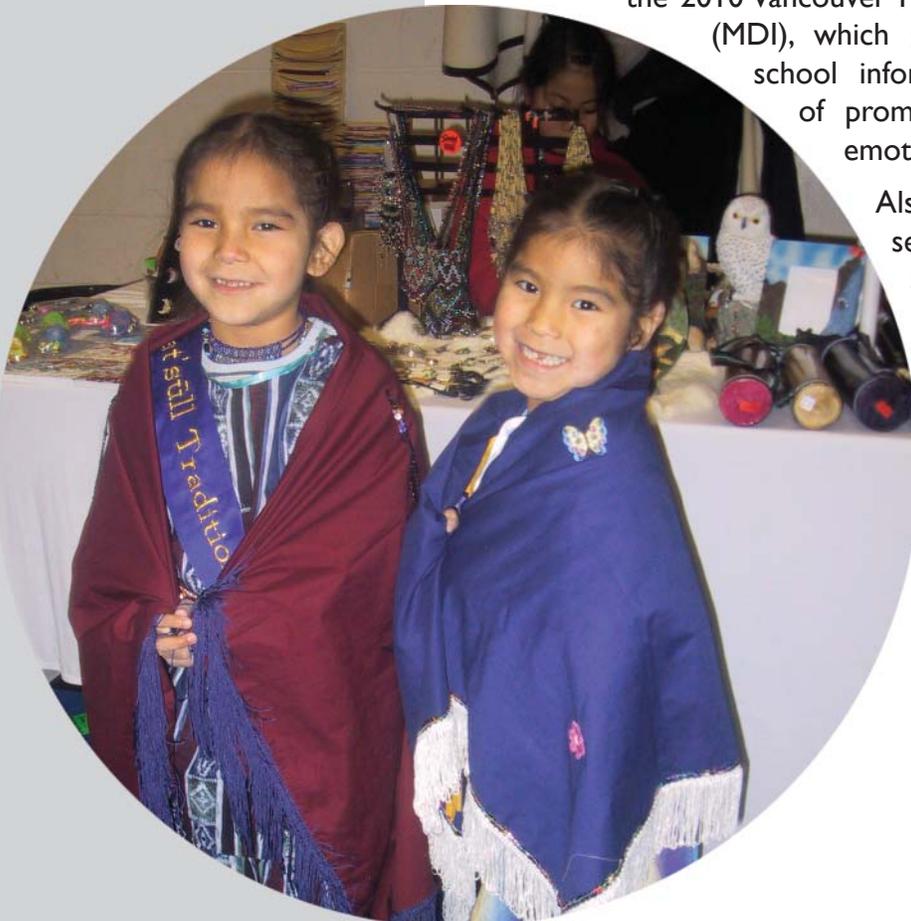
Literacy Goal

Each student will read, write, speak and listen with competence, confidence and enjoyment.

Literacy Goal

Each student will read, write, speak and listen with competence, confidence and enjoyment.

Objectives

1. To improve student reading comprehension
2. To improve student written expression
3. To improve oral communication skills

Which learners are we most concerned about?

In our district there is a persistent 15 – 20 % of students who are Not Yet Meeting Expectations in reading and writing. These students are our greatest concern. We know that without strong literacy skills, the opportunities available to them are severely limited. We believe that it is our moral imperative to make sure that each student that we teach reaches his or her full potential. Our goal is that when they leave our schools, they are ready to fully participate in society.

Although 80% of our students are making successful progress in Literacy, we continue to strive for greater proficiency. Many students continue to experience challenges:

- English as a Second Language students whose language proficiency is an obstacle to learning

- English as a Second Dialect students whose language proficiency is an obstacle to learning

- Students who are indentified in Ministry Special Education categories that present obstacles to learning

- Students who are considered "at risk" according to the Early Developmental Index (EDI)

- Students who have Social and Emotional learning challenges

- Students who perform poorly when assessed using a variety of assessment tools

What are the Student's Needs?
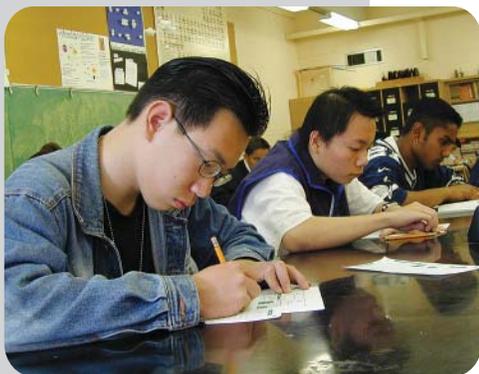
The students we teach live in a world that is ever changing, digital, fast paced and visual. They need to be able to access information from traditional texts, newspapers, websites, blogs and a multitude of other formats in this multi-media society. We need to empower each of our students by making them more aware of the purpose of developing strong Literacy skills. They need to see that literacy is fundamental to living in the world and not just something we do in school. Literacy instruction needs to be a part of all teaching, not just the Language Arts period or the English block. Literacy instruction needs to be relevant to our learners but it also must give them the specific tools necessary to be able to successfully read and comprehend any text that they encounter.

All students need to develop strong reading skills. At the early primary level, this includes developing phonological awareness, concepts of print, decoding skills as well as the ability to read fluently and learn how to use comprehension strategies to deepen understanding of what they read. At the intermediate and high school level, students continue to develop their fluency and ability to use various comprehension strategies. At all levels students also need ongoing support to develop their vocabulary. They need the content specific vocabulary of subjects including Math, Science, and Social Studies, the vocabulary used in instructions and explanations as well as the vocabulary of academic language. Academic Language is found throughout all subjects and used to describe complexity, to be able to describe ideas in an abstract manner and for higher-order thinking.

All students need to develop strong writing skills. Within the writing process, students work on strengthening their writing skills when they pre-write, draft, revise, edit and publish pieces of writing. During this process students need modeling and experience with using the Writing Traits to make their writing stronger. They need opportunities to write in different genres and to write technical and content specific writing in all subject areas.

Reading and writing are strongly connected. In an age of ever-increasing information, a focus on nonfiction writing and reading, as well as narrative, enables students to develop as readers and writers and make meaning from a variety of texts (paper, electronic, and multi-modal).

All students need strong oral communication skills. A focus on oral language also contributes to vocabulary development and achievement in reading comprehension and writing. Research has shown that vocabulary development predicts later reading comprehension, and that the level of oral language affects comprehension. Peer discussions, extended and dialogic conversations with teachers, and other oral language strategies support students' learning and emphasize the reciprocity of talk, writing, reading, and thinking across the curriculum.

In addition to these specific literacy skills, students have other needs that must be met in order for them to be successful in Literacy. All students need to feel safe at school. They need to work in compassionate, caring schools and classrooms and feel a sense of belonging and attachment to the people and the environment in which they spend their school days. Teachers need to continue to value the diversity of each student in their classrooms and explore ways to acknowledge and teach about the diverse cultures represented in their classrooms, including the availability of culturally relevant and accurate learning materials. Each student needs the choice to show their learning in multiple ways. They also need to feel that their teachers believe they can be successful; that their strengths and differences are recognized and valued. Meeting the Social and Emotional needs of each student is a major key to their progress in Literacy.

What Steps Have We Taken to Address Them?

Literacy

Literacy has been a key area of focus for the Vancouver district for over a decade. Literacy is "a basic human right" (UNESCO). In order for students to achieve success in school, an increasingly complex society, and the 21st century, it continues to be an area of significant concern. To address varying student needs in our classrooms, teachers continue to track student progress in reading, writing, and oral language. Assessment data is gathered about students' literacy and this is connected to effective instructional practice.

Vancouver's vision for literacy acquisition begins long before children enter formal schooling. Home/School partnerships are first forged with Early Learning Initiatives such as "Ready, Set, Learn" and "Strong Start". They are then strengthened through "Welcome to Kindergarten". In each of these pre-school programs parents and caregivers are actively involved in child centered, play based learning. Appropriate play and language activities are modeled by trained Early Learning professionals as caregivers and children work together. The child's first formal schooling begins with a Full Day Kindergarten program where the key factor of "time" allows educators to understand and meet the unique needs of each learner. As children progress through their Primary Years, ongoing formative assessment leads to appropriate learning activities and, where needed, interventions are put in place to support our diverse population.

Early Learning

Ready, Set, Learn

All elementary schools offered Ready, Set, Learn events for preschoolers in the community. These can include interactive play-based early learning activities for three year olds and their parents/caregivers; school visits/tours; and information sessions about how to support learning and make connections with the school and community agencies.

Strong Start Centres

18 Strong Start Centres were established in partnership with the community. These programs provide developmentally appropriate

learning environments for young children 0-5 years and their families. Early childhood educators facilitate activities for children with the participation of their parents/caregivers. These can include stories, music, art, play-based learning, and healthy snacks. We are delighted that over the next year we will be starting one more Centre in the Strathcona area of the city.

Welcome to Kindergarten

72 Vancouver schools participated in the Welcome to Kindergarten program, an initiative of The Learning Partnership. The WTK program is offered to 4 and 5 year olds who are registered for Kindergarten. School orientations are held in the spring for parents/caregivers and their pre-Kindergarteners to prepare them for school. K teachers, Resource teachers, and other staff engage children and their parents/caregivers in centres that demonstrate how to use early literacy resources in the WTK bags. These bags go home with the families for use before starting Kindergarten. Community partners such as public librarians and nurses are also invited to the orientations. The District hosted and co-facilitated an Administrator meeting and School Team workshops for WTK in February and March.

Welcome to Kindergarten Family Literacy Pilot Project

23 schools participated in this Vancouver School District/Vancouver Public Library project. It involved field trips to the local library for students along with their parents/caregivers to exchange books. The goals of this project are to help families develop lifelong library user habits and remind them to continue to use the resources in the WTK bag.

Data are currently being collected about the effectiveness of this project.

Moe the Mouse ™ Curriculum Box

Activities that help children develop the following speech and language skills:

- social language use
- comprehension of spoken word
- vocabulary, discrimination of speech sounds
- ability to pronounce speech sounds,
- knowledge of preposition words (e.g. above, beside),
- and the ability to express feelings and ideas

Moe the Mouse

Moe the Mouse Kit and resource training was provided to the staff within the Strong Start Centres, kindergarten classes, school based resource teachers, the Speech and Language Pathology team, ESL Resource, Aboriginal Enhancement Workers. To date the Moe the Mouse Program can be found in 46 school sites providing many children the opportunity to learn with Moe and his friends.

Full Day Kindergarten

In preparation for the expansion of Full Day Kindergarten in September 2011, professional Development opportunities for implementation included:

- sessions on early literacy in Kindergarten and K resources
- a breakfast session for administrators and teachers with Miriam Trehearne on the importance of oral language
- a session on new directions and issues in early literacy with Dr. Marilyn Chapman at Primary Literacy Day
- a K, K/1 Interest Group Network that met throughout the year on literacy in K, issues such as FDK in K/1 classrooms, and piloting of K resources
- 2 sessions on learning through play
- sessions on planning for FDK for administrators and K teachers
- a session on self-regulation with Dr. Adele Diamond
- French Immersion support

A VSB cohort for a UBC Early Years Education Diploma program for teachers is currently in progress, dependent on enrolment.

Early Intervention

Early Intervention targets our youngest and most vulnerable learners. Research has shown that if we are able to intervene and close the learning gap at this early stage, the need for intervention at later stages is dramatically decreased. Intervention begins in Kindergarten during the second half of the year. Students who are identified as struggling with key literacy indicators receive targeted support from February to June. In Grade One, Intervention has a three pillar approach: Strong classroom instruction for all students, small group resource support for students who are beginning to fall behind their peers, and intensive daily one to one support (Reading Recovery) for our most vulnerable learners. The District provides a small portion of additional staffing for schools that have trained a Reading Recovery teacher and have fully implemented Early Intervention.

Early Intervention Highlights

- 6th year of implementation
- Established in 31 elementary schools predominantly on the East Side of the city
- Targeted support begins in kindergarten and is seamless across grade levels
- Two trained Reading Recovery Teacher Leaders (one for English one for French) support the initiative
- All 38 trained Reading Recovery teachers receive regular ongoing professional development
- New Pilot for French Immersion Reading Recovery in 2 dual track schools
- New dedicated Reading Recovery Observation Centre at Mackenzie School
- The establishment of school based collaborative teams to monitor student progress and share current literacy theory and practice
- New Pilot of "Leveled Literacy Intervention" as the resource used for the Small Group Instruction
- Data is collected and analyzed both at the school and district level to inform educational decisions

Early Intervention / Intervention précoce
Meeting the Needs of Every Grade 1 Child

READING RECOVERY/ INTERVENTION PRÉVENTIVE EN LECTURE ET ÉCRITURE
Daily 1 to 1

Most vulnerable students (Stanines 1 and 2 on Clay's "Observation Survey"/ "Sondage d'observation")

SMALL GROUPS/ PETITS GROUPES
4 children 4 times a week

These students need more than Good Classroom Practice as they are already falling behind (Stanines 3 and 4 on Clay's "Observation Survey"/ "Sondage d'osbervation")

BEST CLASSROOM PRACTICE/ PRATIQUE EXEMPLAIRE EN CLASSE

Which includes:
- whole class instruction
- small groups instruction
  - guided reading 2-3 times a week
- individual instruction
  - regular reading and writing conferences

The child with stanines in the:

- 0 - 2 range is unlikely to 'catch up' without immediate, intensive expert teaching.
- 3 - 4 range is already struggling with average tasks.
- 4 - 6 range is able to participate in and benefit from average classroom activities.
- 7 - 9 range is probably eager to reach out to a more complex or challenging task

Clay, M.M. (2005)

Early Literacy

The Literacy team in 2010-11 included one Early Years Consultant, two Secondary Literacy Mentors, and two Reading Recovery Teacher Leaders -- one in English and one in French Immersion. Due to the elimination of other literacy consultant and mentor positions, literacy support was mainly focussed on K-3, secondary, early intervention and Reading Recovery, with only some offerings for 4-7.

Summer Institutes which were well-attended and well-received were offered at the end of August 2010 in preparation for the school year in the following areas of literacy:

- Intermediate Literacy
- K-3 Infusing the Arts into a Balanced Literacy Program
- Using the 6+1 Traits to Guide a Comprehensive Intermediate Writing Program
- Preparing to Teach Grade 1

These institutes will again be offered in August 2011.

In an effort to continue K-7 teacher interest in literacy practice and support school needs without the budget to sustain previous literacy projects, support was offered to schools through Professional Literacy Book Clubs. Schools applied for modest funding to purchase approved literacy resources which were then discussed during book club meetings over the year. In many cases the meetings were scheduled over noon hour or after school. Teachers tried strategies suggested by the materials with students in their classrooms and reported back to the group.

Twenty-eight schools were part of these Professional Book Clubs. (A number of other schools in the district continued with book clubs on their own.) On May 17, at least one representative from the schools attended a Book Club Sharing Session. There they shared ideas, successes, challenges, and useful resources to enhance literacy practice, making connections with other schools. They also discussed the effect of such professional exploration and collaboration on student literacy learning. They considered the relationship between their group's book club selection and their school/classroom literacy goals this year and next. It is planned that Professional Literacy Book Clubs will be

offered to schools for the 2011-12 school year.

A successful Poets in the Schools project offered 15 schools (and 30 classrooms) a visit from a poet-educator who worked with students in those classrooms on reading/sharing and responding to/writing poetry. Many of the classrooms were K, K/1, and early primary. This was a continuation of the project established in 2009-10 in collaboration with Vancouver's poet laureate. To date, 26 schools have received poet visits.

Other professional development opportunities included:

- Primary Literacy Day on Feb. 18 with 3 presenters, attended by 190 participants
- a K, K/1 interest Group Network that met throughout the year
- 3 workshops on K Literacy and K Resources, 2 with national presenters, and participation by approximately 200 teachers total; approximately 60 schools (and 101 K, K/1 teachers) received K resources
- a session for administrators and lead literacy teachers with Miriam Trehearne, national literacy specialist and author
- a refresher workshop on Reading Assessment K-3
- a workshop on Poetry in the Classroom K-5
- a district book club that met 6 times on the Readers' Workshop approach
- workshops on writing, talk, reading assessment Grades 4-7 offered by LOMCIRA, the Lower Mainland Council of the International Reading Association co-sponsored with VSB
- School Team workshops for Welcome to Kindergarten
- Assessment for Learning follow-up sessions, with resource materials for classroom strategies in AFL/literacy

Secondary Literacy

Continuing with last year's focus on developing interdisciplinary literacy (the teaching of content specific reading and writing strategies by content area teachers), the two secondary literacy mentors held four secondary Team meetings, encouraging 6-7 schools to send a minimum of two teachers and an administrator. This was largely successful but a goal is to increase consistency of attendance.

The topics covered this year have focussed more on assessment and technology, both of which relate to literacy, and which are in alignment with district foci. Sessions on the following were presented:

- Overview of tech tools
- Teaching without a textbook
- Using technology to support writing (online)
- Differentiated Instruction – focus on Know, Understand, Do
- Inquiry in the English classroom
- One-page Unit Plans for Science 8, Physics 11 and English 10
- Teaching Prezi and glogster to students to use as presentation tools

A survey was distributed to seek out what topic(s) teachers would like for a June meeting.

In addition to quarterly meetings, follow-up support was provided to teachers attending the Faye Brownlie Assessment for Learning workshops. Additionally, onsite Moodle and blogging workshops were provided for new teachers and teachers who arranged release time through the district collaboration funds. Individual support occurred for teachers during their prep time. Several follow-up sessions were offered throughout the district following a mentor's presentation at the District Technology Day in February. A mentor has been working with other teachers on a Unit Plan for an aboriginal novel (through the District Principal of Aboriginal Education) which incorporates all the topics of the year: Inquiry, Differentiated Instruction, tech tools for presentations, and Unit plans. One secondary school has also requested a follow-up to an Inquiry project at the school last year with a focus on the novel Unit Plan.

Involvement in technology issues both locally and provincially has continued. An increase in teacher requests for using technology to improve teaching and learning in the classroom is expected.

ESL

Recognizing that our ESL students generally come to our school district from countries where English is not the first language and that our students and their families bring with them individual strengths, abilities and cultural differences, the ongoing ESL goal is centred on enhancing success for each student.

To achieve this goal, district personnel have focussed their attention in three areas:

1. Supporting Teachers
2. Supporting Families
3. Supporting Students

Supporting Teachers

Despite the elimination of the elementary ESL Consultant in the 2009 budget, our secondary ESL consultant has provided support to both elementary and secondary colleagues by assisting and guiding teachers in reviewing, recommending and acquiring new resources to engage students; by promoting both effective classroom strategies and assessment practices to enhance student learning and by including encouraging the use of technology in second language acquisition. In September, the consultant organized well-attended workshops and orientation sessions for new and experienced ESL resource teachers. Throughout the year, other sessions were offered at staff meetings, on Professional Development days, at department Heads/subject representative meetings, during school and classroom visits and through telephone and electronic correspondence. Workshop sessions focussed on supporting ESL students in mainstream classes, classroom adaptations for ESL learners, ESL Ministry audit/funding compliance requirements, introducing NAS ESL software in classrooms, effective and engaging resources for teachers, etc. Numerous mock audits were conducted, and follow-up recommendations helped ensure a successful ESL audit at six of our schools in February.

Promoting the use of technology to enhance student learning was a major focus this year with the district purchasing 1000 log-ons of the

NAS ESL software program. Although many individual schools have purchased a variety of on-line software programs, teachers found this program to be particularly effective as a tool for student engagement and learning with its focus on a variety of genres - reading, writing, business writing, as well as Canadian social studies offering content for students from elementary to adult level. The web-based software program has been well received by both teachers and students due to its relevant content and extensive opportunities for teacher collaboration. The authoring tool allows teachers to modify lessons, establish links to other relevant resources and to store and share teacher-created lessons. The goal for the year ahead is to encourage more teacher use of on-line resources and to create and share effective on-line lessons.

Supporting Families

Recognizing the important role that parents play in supporting student success, the District Reception and Placement Centre (DRPC), the Multicultural Liaison Workers (MCLW) and the Settlement Workers in Schools (SWIS) play an integral role in encouraging parents to participate in their children's education. DRPC, as well as the MCLW and SWIS staff, provided newcomer orientation sessions to help families understand our school system, and to identify ways they can help meet the needs of their children. A sampling of some of the workshops offered include: Getting Ready for Elementary & Secondary School; Understanding VSB Schools and School Expectations, Elementary, Secondary, VLN and CIE Program Options; Graduation Requirements; Internet Safety, Helping Your Child to Succeed at School, Teens & Harm Reduction.

By providing both direct service such as interpretation at meetings between parents and school personnel, by offering parent workshops and outreach activities, including home contact with hard-to-reach parents, and through referrals to other professional and community resources, our MCLW and SWIS staff have helped students and families experience a smoother adjustment and transition into our schools and communities. For the next school year, we hope to help families become more informed about school and district activities. We plan to make

our DRPC, MCLW and SWIS websites more accessible and user friendly for immigrant families by providing more translations of district information/policies.

Supporting Students

As new students are admitted to our schools, DRPC provides initial English language and Math assessment and forwards this information to receiving schools so that support services are in place when the students begin classes. Our MCLWs interact with teachers and administrators to provide background information on students as needed. In our elementary schools, most resource teachers provide pull-out ESL support, although some elementary schools also provide ESL reception classes or opportunities for an ESL specialist to assist students in the regular classroom. At the secondary level, ESL service is provided in discrete ESL English, science and social studies classes. Reception students will have four or five blocks of ESL instruction, while advanced learners will have only a block or two of support.

The district also offers three district ESL programs to meet the needs of ESL students who face additional adversity and challenges. In all three of these programs, the students are with one teacher for most of the day.

- The ESL Literacy Program at Tupper supports students who have had interrupted or minimal formal education. The program helps students acquire basic literacy skills and numeracy skills. Activities are geared to build confidence and promote communication with other members of the school community.

- The ESL Pre-Employment Program at Tupper supports older ESL students (minimum 16 years) who are not able to successfully handle the academic requirements leading to secondary school graduation. The program supports students who want to gain work skills and experiences that will enable them to support themselves on school leaving.

- The ESL Older Learner Program at Gladstone supports students who have completed up to nine years of formal schooling with variable levels of success in their country

of origin. Students in this program attend ESL classes, an adapted Math program as well as participate in work experience opportunities in the community. Follow up educational opportunities are arranged for students prior to their leaving the program.

In addition to these programs, the district also provides an off-timetable program for older at-risk immigrant youth dealing with unique challenges that put them in danger of dropping out before completing secondary school. The Engaged Immigrant Youth Program offers lunch hour and after school activities that focus on a) personal development (goal setting, mentorship, confidence building, harm reduction, cross-cultural education), b) leadership (decision-making, conflict resolution, problem solving, volunteerism, school and community connectedness), and c) meaningful transitions (e.g. workplace literacy, job search skills, adult education, alternative education, post secondary access). Trauma counselling and tutoring can be provided as needed. The program is dedicated to working with school communities to ensure at-risk youth remain engaged in their education, and to improving changes of locating meaningful employment.

With the addition of an Elementary ESL Consultant for the next school year, there will be greater support for teachers in their work with children and youth from varied backgrounds. The two consultants will be able to work collaboratively with Metro colleagues, district staff and schools to provide more opportunities for teachers to share best practices and learn effective strategies to assess and support our students. Both consultants will be able to review the models of ESL delivery in our district and work toward greater consistency in order to ensure student success. As well, more focus can be directed to Aboriginal, special needs and French immersion students who may require additional English language support.

What is the evidence of student learning?

Data Collection Process

As we have moved to a more systematic district supported collection of data, we have worked closely with the teachers and administrator associations. The District Assessment Committee has been a key structure for these conversations and plans. Following the research reported by Anne Davies and our work with school on assessment for learning, we have adopted a method for data collection that emphasizes the use of professional judgement. Teachers of students in grades one, three, five, eight and nine are asked to submit data on reading for all their students. The principal enters these data on a data base created by the district. We then use these data to determine our progress and to allocate resources.

In 2009-2010, we collected data using four levels of achievement: not yet meeting, minimally meeting, fully meeting and exceeding expectations. This year we have decided to simplify the collection of data and asked that teachers submit only entries for "not yet meeting" and "meeting" expectations.

In 2009-2010, we collected date from all secondary schools, but participation was not consistent. This year we piloted a new method with five schools. In these schools all the Science, Social Studies and English teachers provided data about reading, using Ministry rubrics, for all students in grade eight and nine. A debriefing of schools teams indicates this was a successful model. Not only did teachers individually consider student achievement in reading, but the different subject area teachers engaged in conversations about these data and are making plans based on their conclusions. We will be implementing this strategy in all secondary school next year.

Early Intervention Data

Data are collected for the Early Intervention project from both Kindergarten and Grade One students. All Grade One students are assessed using the DRA or Benchmark assessment in September and June. The students who are determined to be "at risk" are also given Marie Clay's Observation Survey of Early Literacy Achievement. The data gleaned from these assessments are used at the school level to inform classroom practice and to decide the most appropriate intervention for students who are struggling with reading and writing acquisition.

Kindergarten students are given an assessment in January that looks at the students' phonological awareness, letter/sound identification, concepts of print, and oral language proficiency. At risk Kindergarten students receive small group support between February and June and then are reassessed to ascertain gains.

School specific graphs are generated after the data are collected in June. This information is sent back to the schools to support them in school planning and help inform their school growth plan. Schools track cohorts of students to see who needs additional support going into grade one.

Data for Kindergarten 2009- 2010

Kindergarten graphs reflect the decrease in the number of children considered to be at risk using the Kindergarten Protocol which assesses phonological awareness, letter/sound identification, concepts of print, and oral language proficiency. All at risk students have received targeted intervention between February and June. For our annual report, we will always be one year behind in our presented data as it is too early to collect the June results for the current year.

Kindergarten Students at Risk, Desegregated
All Early Intervention Schools, 2009-2011
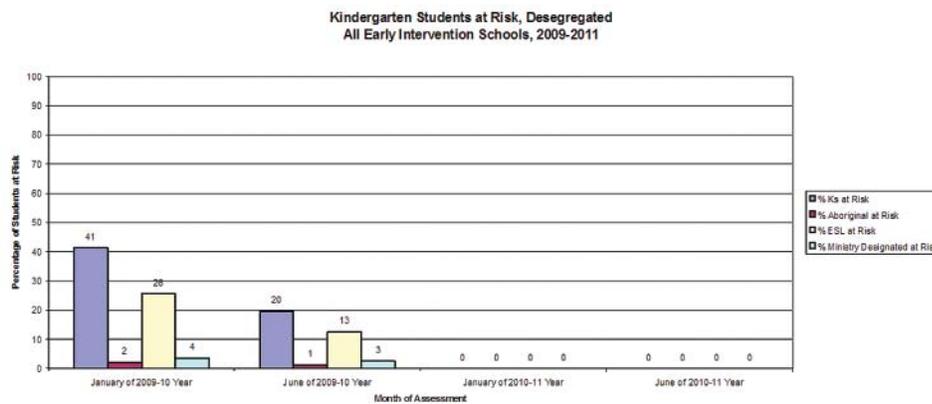
It is encouraging to see the overall success rate for the students in these data. There is an overall 50% reduction in the percentage of students at risk -- and this is true as well for those students in the sample who are Aboriginal, who have ESL, and who have Ministry designations.

Early Intervention School Cohort Graphs 2006 - 2010

Since 2006 the number of schools involved in Early Intervention initiative has increased from 9 to 31. The graphs below indicate the progress of cohorts of children who were determined to be at risk in Grade One

using Marie Clay's "Observation Survey of Early Literacy Achievement". These graphs are a compilation of the data collected from all Early Intervention schools for the indicated year. They reflect the progress of the children who were identified as being "at risk" in September of their Grade One year.

There is considerable progress shown with the students who have been identified as at risk. Given that only at risk students are included in the data, the achievement levels of these students at grade three are very encouraging (only 13% for the first cohort, 19% for the second, and 19% for the third are not yet meeting expectations). All but one of

Early Intervention - Reading Levels
Students Entering Grade 1 in September 2006

Early Intervention - Reading Levels
Students Entering Grade 1 in September 2007

Early Intervention - Reading Levels
Students Entering Grade 1 in September 2008

Early Intervention - Reading Levels
Students Entering Grade 1 in September 2009
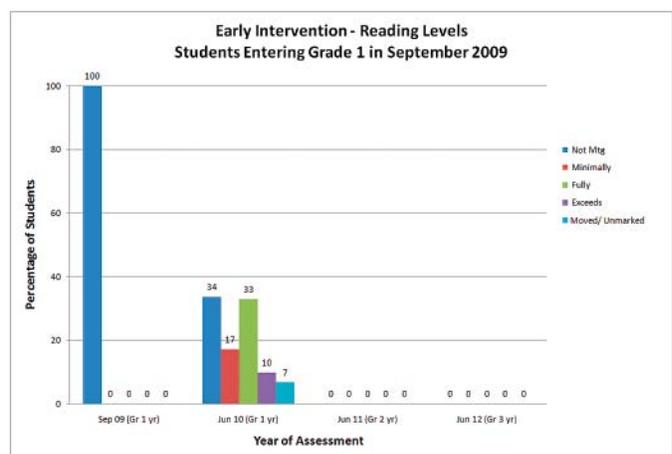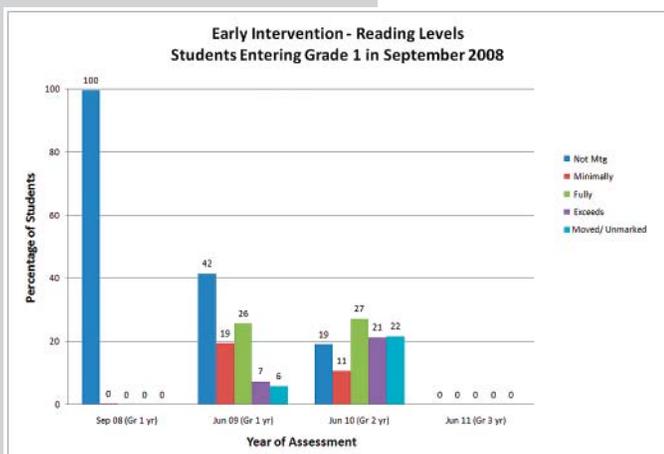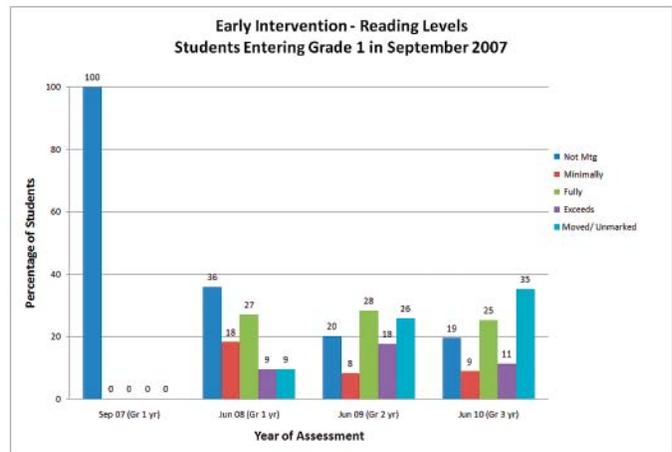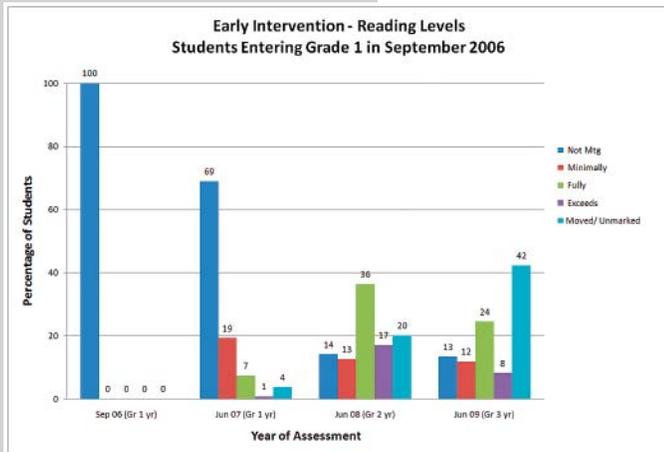
the schools are on the east side of the district and have higher numbers of vulnerable children than the district average. We would expect to see these results showing up in the overall literacy data over the next three years.

Elementary Literacy Data

Although we have been collecting these Elementary Literacy Data for two years, we found that by changing the way we asked teachers to report, the data are not comparable. This means, the data shown below will be baseline. There are no plans to change reporting again so we will be able to start tracking cohorts after this year.
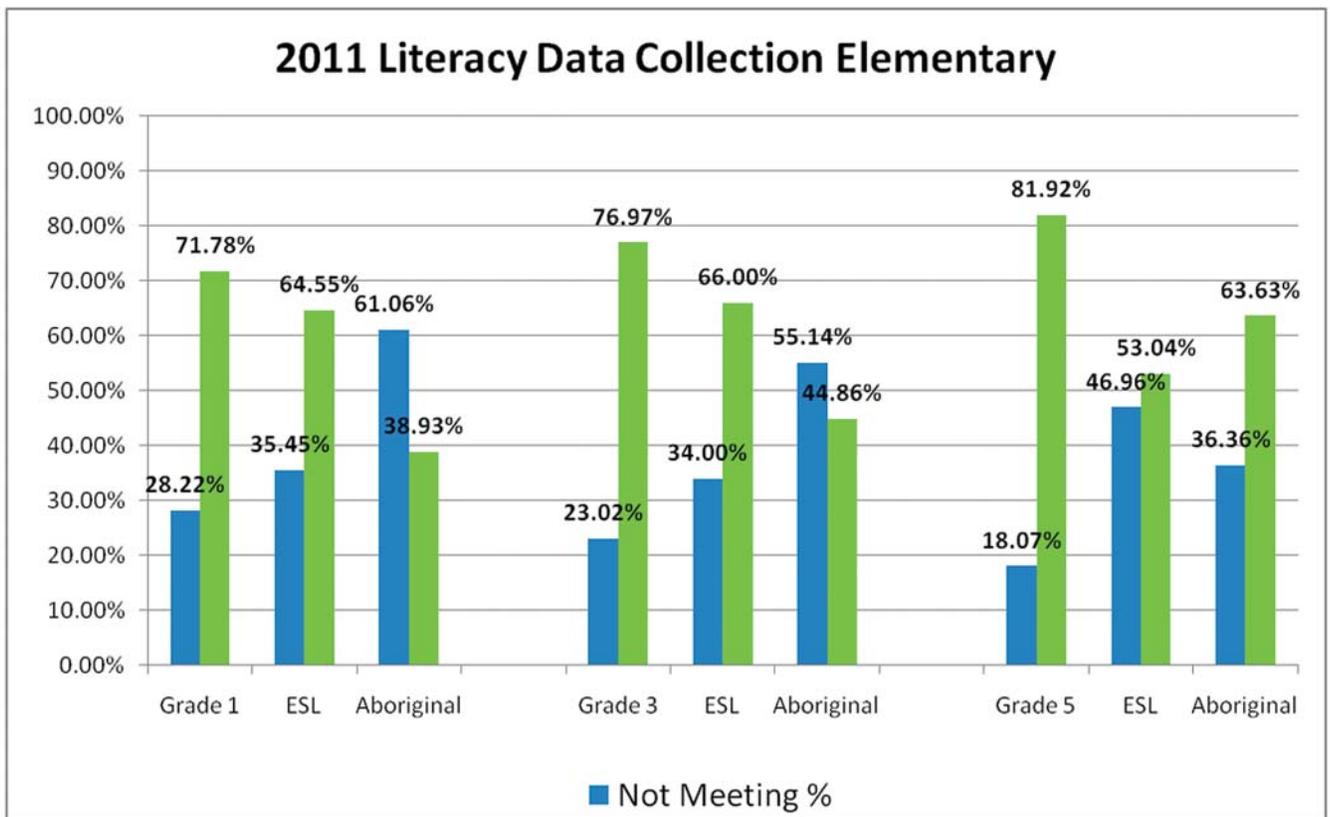
The data do show an overall increase in success rates from grade one to grade five (but these are not cohorts). There is also a promising trend for the increase in the number of Aboriginal students who are meeting expectations (from 38.3% in grade one to 63.63% in grade five). The same is not true for ESL students, but this may be because many students arrive in Vancouver in the later grades.

With only one year of data, it is difficult to draw any conclusions on progress. We do continue to be concerned about the persistent 20% of students who are not yet meeting expectations.

Secondary Literacy Data

It is important to note that only six schools are included in the sample (in addition to the five pilot schools, one other secondary school submitted data). And, one of these schools has a high number of Aboriginal students who among the most vulnerable of this population. Nonetheless, the most striking and concerning observation of these data is the extremely high rate of Aboriginal students not meeting expectations. It is difficult to increase graduation rates when students are having difficulties in grades eight and nine. The relatively high percentage of students in grade nine who are meeting expectations is a good trend, but we will need to continue to track these cohorts when we have all schools participating.

2011 Literacy Data Collection Secondary
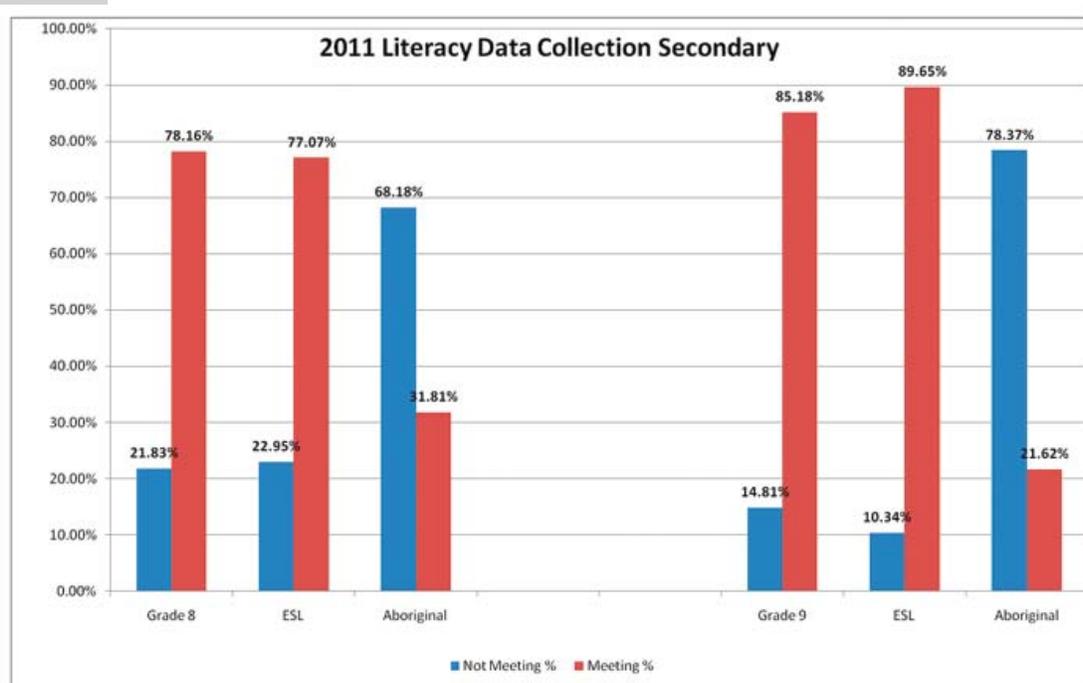
School Completion Data

Below are the data from Ministry records for the six year completion rates for 2009-2010. Once again, we see an 80% success rate for all students. This is the number we want to increase. And, once again the results for Aboriginal students are of immense concern. We also note a large discrepancy between the success rates for boys and girls which we will continue to track. Some school plans have also noted this concern and staff are working to make a difference by implementing activities and strategies in their schools.

2009/10 Six-Year Completion Rates

Category	Rate
Female	84.5%
Male	77.1%
Aboriginal	25.4%
ESL	83.2%
SPED	46.7%
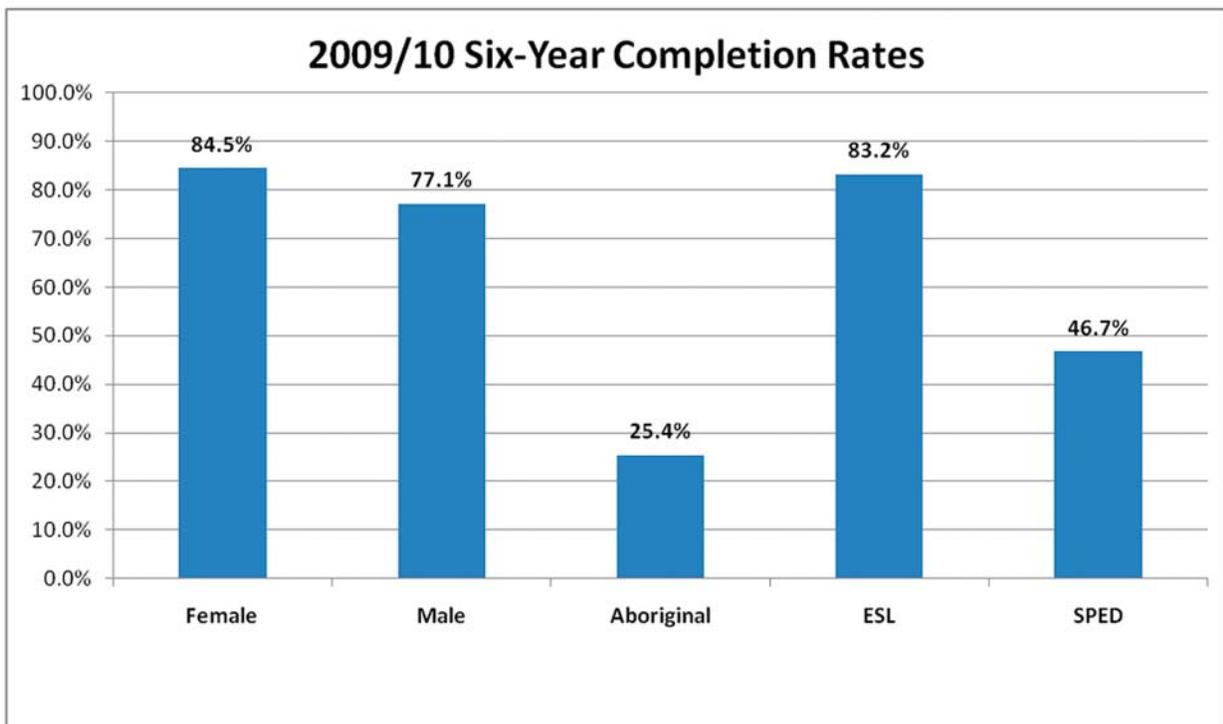
Discussion and Targets

The work we are doing in early intervention shows great promise for the ongoing improvement in achievement in reading. As more schools implement the model, we expect so see higher levels of success over time in grades one, three and five, and eventually in grades eight and nine, and then in graduation rates. We can not wait for these students to come through the system in order to show progress, however. Schools are doing their best to make a difference for the students who are with them each day. We are looking to our assessment for learning strategies to start showing positive results over the next three years.

We have set our targets for the three years. We are aiming to have an improvement of two to three percent by the end of three years in our elementary and secondary literacy results. We are aiming to have an improvement in the six-year graduation rates of one to two percent. In order to support schools to acheive these gains, the district will continue some important work and add other elements to the plan.

What adjustments need to be made?

Expand Early Intervention

By the end of June 2011, there were 31 schools working with the Early Intervention model. We are planning to have a small training group for new Reading Recovery teachers next year. Most of these teachers will be working in schools that already have adopted the Early Intervention model and some of them will be replacing retiring teachers. We are also expanding support for French teachers who will be training in our dual-track schools. By training French Reading Recovery teachers we are meeting the growing need to support our French as a second language children who have been identified as being "at risk".

We are also strengthening the second pillar of our model by expanding the numbers of schools who are using Fountas and Pinnell's "Leveled Literacy Intervention" for small group instruction. This program is taught to the children by a Resource Teacher or a trained Reading Recovery teacher. We chose this program because, as in Reading Recovery, it focuses on using continuous text to teach the reading and writing process. Although it cannot match the one to one results we achieve in
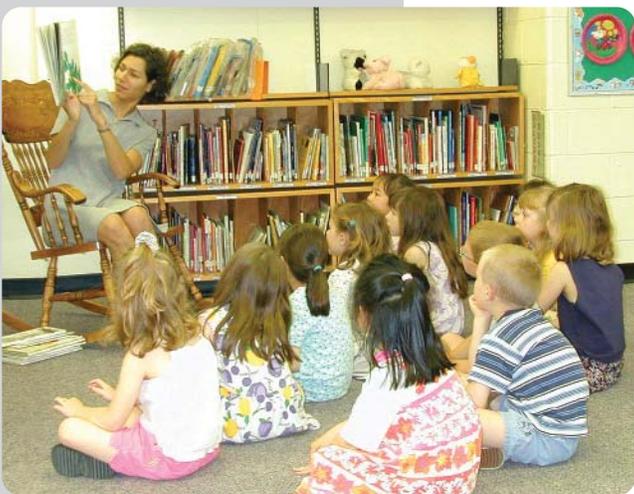
Reading Recovery it does allow us to effectively meet the needs of children who are just starting to fall behind their peers. Many of the "prompts to action" that the children are taught in Reading Recovery are echoed in this program. This consistency of language makes transitions from one pillar of our intervention model to another more seamless. In 2010 - 2011 a pilot was conducted in 4 schools. Due to the positive feedback we have received we have decided to expand "LLI" to a total of 11 Early Intervention sites for the coming school year.

Continue to Provide Literacy Support

We recognize that secondary schools need additional support for the literacy needs of their most at risk students. We will be adding three new positions to support this work in 2011-2012: A Learning and Literacy Consultant to support teachers who are working with both designated and non designated students, Secondary ESL and Literacy Consultant, and an Aboriginal Consultant to support secondary literacy. We envisage these teachers working together with the Literacy mentor for secondary to find more ways to support teachers who have identified students who are at risk in their grade eight data collection.

Continue to Support Assessment for Learning

By working with a District Assessment Committee, we have made great progress on both the improvement of classroom practices for assessment and in the data collection. We will be continuing on this focus, marshalling resources for teacher professional development (working with Faye Brownlie, Linda Kaser, Judy Halbert and Damian Cooper), leadership support (working with Anne Davies) and opportunities for networking among teachers (working with staff of Learning Services). We believe that this third year of focus on this area will reap great benefits in student learning as more teachers are more consistently applying assessment for learning strategies.

Implement Full Day Kindergarten

In September 2011 all Vancouver schools will offer Full Day Kindergarten for children of eligible age. This will mean more time for all learners to spend on a seamless day of play based exploration, inquiry, and

emergent literacy. Research has shown the importance of such early learning which benefits lifelong learning and school success. Play experiences in Kindergarten (both free play and teacher supported play) are a powerful context for learning. Quality play experiences are very effective in developing self-regulation in young children – a very important development for learning.

Developmentally appropriate and culturally appropriate experiences will foster all children's learning and development in all areas and meet individual needs. This will be especially supportive for Aboriginal students, second language students, ESL students, and students with special needs. Research has shown the importance of such early learning which benefits lifelong learning and school success.

We will continue to expand on the professional development activities for teachers who are new to teaching full day kindergarten and for principals who support those classrooms. Among the areas we feel are important is self regulation. We will be working with Dr. Adele Diamond on a program she is researching called "Tools of the Mind". We will also be offering a session with Dr. Stuart Shanker on a District Professional Development Days.

Further support will be offered in 2011-12 through sessions on Shared Reading/Big Book resources and Children's Literature Read Aloud resources. The K, K/1 Interest Group Network is keen on continuing to meet. Primary Literacy Day in February 2012 will feature Miriam Trehearne (a literacy and Kindergarten specialist) on oral language and its vital role in vocabulary development and the reciprocity of talk, reading, and writing.

Additionally, afterschool sessions on play in poetry and language by poet/educator Robert Heidbreder are planned.

Implementation of Technology for Teaching and Learning Where Appropriate

With a focus on learning (not on the technology) and with the goal of inspiring and guiding learners to be responsible citizens in the digital world, the VSB aims to support our students within our communities of learners to become effective and responsible creators, communicators and collaborators.

The use of technology is embedded in the teaching and learning process to enable learners to communicate, interact and collaborate in new ways. A focus has been on supporting the goals of the District Learning Plan through the thoughtful integration of technology.

Working with schools to maximize the use of the technology they have and plan for future needs, the District Principal for Learning Technologies is visiting schools to support the implementation of technology where it adds value to teaching and learning.

The district hosted a Technology Day in February and many follow-up workshop sessions have been offered in the following areas:

- Wikis
- Blogging
- Online Learning using Moodle
- Social Media
- Twitter
- Digital Storytelling

During the Spring and Summer (2011), teachers will work in teams to develop collaborative inquiry projects. These teams of teachers will submit proposals for Innovative Projects (Collaborative Inquiry) to access the carts of wireless mobile devices that will be loaned to schools for a reasonable period of time (dependent on the project). With the support of district staff, the goal will be to work on projects using technology to do things that couldn't be done without it.

Project Goals:

Clearly articulate how student engagement and learning will be enhanced.

- Collaborative inquiry
- Student Engagement

- Action Plan
- Appropriate Use of Technology
- Evidence of student learning

Looking fowards, work in schools on how technology can improve learning chances and engagement for all, but in particular focusing on at risk students (special needs, etc.)

Establish Learning Commons

Over this school year, we began to move to a model of a Learning Commons. This is both a real place and a virtual space. It is characterized by flexibility enabled by its movable furnishings, wirelessness, a variety of print and digital resources and up-to-date technologies, 24/7 access to resources and assistance, sufficient allocation of time for inquiry-based learning, as well as a service-oriented, tech-savvy, collaborative and qualified teacher-librarian.

The Learning Commons represents teaching and learning that is being transformed and is transformative, innovative, and responsive to the needs of the community. It is a common place for information that supports learning and differentiation to meet the unique and personal needs of all students and teachers and every classroom. The Learning Commons provides accessible resources and custom-designed learning opportunities that enable students and teachers to develop sophisticated information and technology skills.

We believe this new vision of school library will enhance the learning of all students and support literacy in its broadest sense. Over the next school we will expand on this work. Some funds have been set aside to support the work of Teacher Librarians in this direction.

Provide Collaborative Professional Development Funds

In the 2010-2011 school year a fund was made available for teachers to apply for release time for collaborative professional development. Teachers in almost every school were able to secure some days and they were used in many cases to support the work of the District Plan: literacy, assessment, early intervention, supporting at risk learners, social emotional learning, and the use of technology to support learning were

among the areas most often supported through this work. We are working to refine the criteria applied to this fund and will once again offer the $400 000 for teachers collaboration and inquiry to support the success of each student.

Conclusion

Our schools have been celebrating successes through a variety of events and displays. Often district staff, parents, and trustees are invited to enjoy these successes. In turn, the Board invites schools to present to Board meetings or to display their work in the foyer.

Teachers celebrate success through a variety of opportunities to network around their work on assessment. One of the criteria for receiving the Collaborative Professional Development funds is to have way to share the work of the collaboration with other colleagues.

An array of District Committees provides a platform for stakeholders to hear about the progress and success of work in the district. As well, the district website has been improved to provide more opportunities for school staff and others to display the success of students and staff around the district.

The work of the District has become more focused and consistent since the District Review conducted in 2008. We are very encouraged by the level of collaboration among stakeholders in this work. We believe that the focus and the positive working conditions will result in greater success for students and we will continue to track our data to see if that proves to be the case.
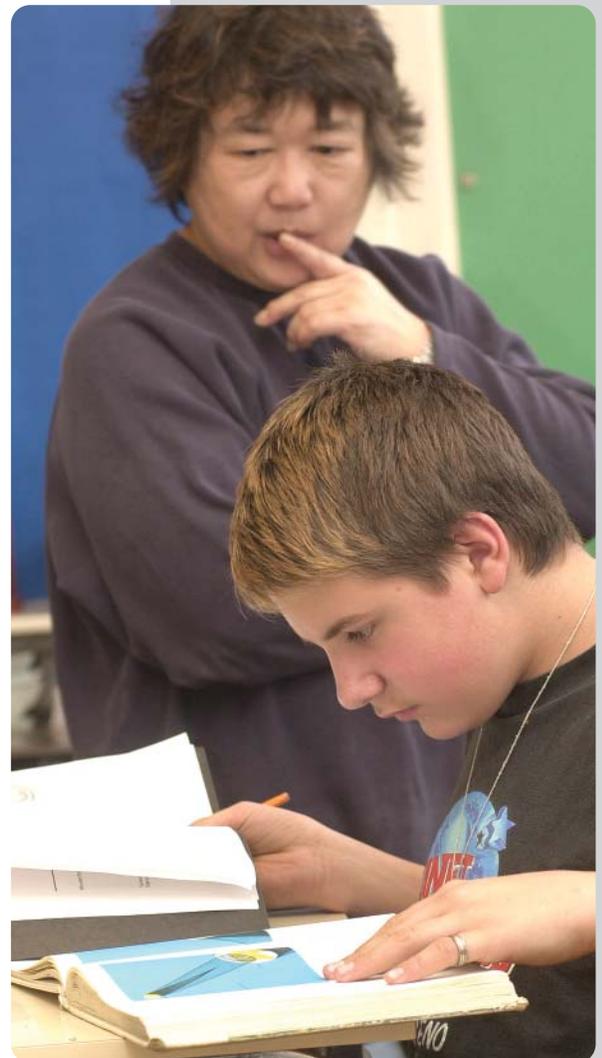
Appendix

Appendix 1 – Middle Years Development Instrument

Appendix 2 – Aboriginal Education Enhancement Agreement
Annual Report, June 2010

2010 MDI District Report
Vancouver School District

About the MDI

Development of the MDI

The MDI is a self-report survey that asks children to report on five dimensions that are critical components of development and strongly linked to well-being, health, academic achievement, and success throughout the school years and in later life:

- Social and Emotional Development
- Connectedness
- School Experiences
- Physical Health and Well-being
- Constructive Use of After School Time

The questions included on the MDI are based on a developmental assets/strengths-based approach, emphasizing protective factors that support and optimize development. To insure that the MDI has strong psychometric properties (reliability, validity), we have conducted four pilot studies, including the present district-wide implementation for which 3,032 grade 4 children attending 72 public elementary schools in the Vancouver School District completed the MDI.

Importance of the MDI

The MDI gives children an opportunity to share their own thoughts, wishes and needs as they move through middle childhood. Listening to children's voices is a fundamental step in the process of engaging them and providing them with positive learning experiences, both in and out of school, in enabling them to make responsible decisions and establish healthy habits, and in supporting them to accomplish their goals. Data from the MDI, in combination with information from other sources, are intended to be used by schools and communities to discuss, develop, plan, and implement practices, programs, and policies that engage and support children, their families, and their educators.

This report represents a collaborative effort to systematically collect and share information from children at this age, link results of the MDI to existing research, and provide information on local resources and tools that schools and communities can draw upon in their efforts to create school environments in which all our children can thrive.

What the MDI is

- The MDI provides representative and reliable information on children's feelings, thoughts, assets, strengths, needs, and wishes during the middle childhood period.

- The MDI allows schools and communities to examine whether their assumptions and expectations about their children's development and experiences are compatible with the children's own perceptions.

- The MDI can be a powerful tool for the mobilization and enhancement of initiatives that are sensitive to and build upon existing leadership, partnerships, resources, and strengths in the participating schools and communities.

What the MDI is not

- The MDI does not diagnose children with specific learning disabilities or areas of developmental delay.

- The MDI data cannot be used to prescribe specific practices or programs to teachers, parents, schools, or communities.

- The MDI does not assess the success or failure of children in the middle childhood period.

- The MDI does not identify individual children.

The graphs show the percentage of grade 4 students who completed the MDI survey whose responses fell into one of the three categories: high, medium, or low. In each graph, the results for all grade 4 participants in the Vancouver School district are shown.

Connectedness

On the MDI, children were asked to tell us about their experiences of support from and connection with the adults in their schools and neighbourhoods, with their parents or guardians at home, and with their peers. Belonging is a fundamental need for people of all ages, and feeling well-connected is one of the most important assets for a child's well-being. Children need adults who care about them, believe in them, and listen to them. They also need to feel that they belong in school and that they have friends they can count on.

Children who do not feel connected are more likely to drop out of school and to suffer from mental health problems. Friendships and peer support are also critical for optimal motivation and can impact children's academic and life success. Children's connections to their parents also continue to play a central role in development. A single caring adult, be it a family member, a teacher in the school or a neighbour, can make a very powerful difference in a child's life.

Number of Important Adults in School

Important Adults in School

60%

13%

27%

District Result

What do these categories mean?

High: Children were asked to list all of the adults from their school who were important to them. Children who listed two or more adults were assigned to the 'high' category. In Vancouver, the majority of children listed two or more adults from school who they considered to be important to them.

Medium: Children who listed one adult from their school who was important to them were designated as 'medium.' In Vancouver, about 15 percent of the children listed one adult from their school (for example, teacher, principal, counselor, librarian) who was important to them.

Low: Children who did not list a single adult from their school who was important to them fell into the 'low' category. In Vancouver, 1 in 4 children reported not having any adult in school that was important to them.

Connectedness to Adults

What do these categories mean?

High: Children who usually indicated that statements such as "There is an adult who really cares about me" or "There is an adult who believes I will be a success" were 'pretty much' or 'very much' true for them were designated as having 'high' levels of connectedness to adults.

Medium: Children who reported that these statements were 'a little true' or who reported a mix of positive and negative responses were designated as having a 'medium' level of connectedness to adults in a given context.

Low: Children who usually reported that these statements were 'not at all true' for them were designated as feeling 'low' levels of connectedness to adults in a given context.

School	Neighbourhool	Home
64%	50%	85%
30%	30%	12%
6%	20%	3%

District Results
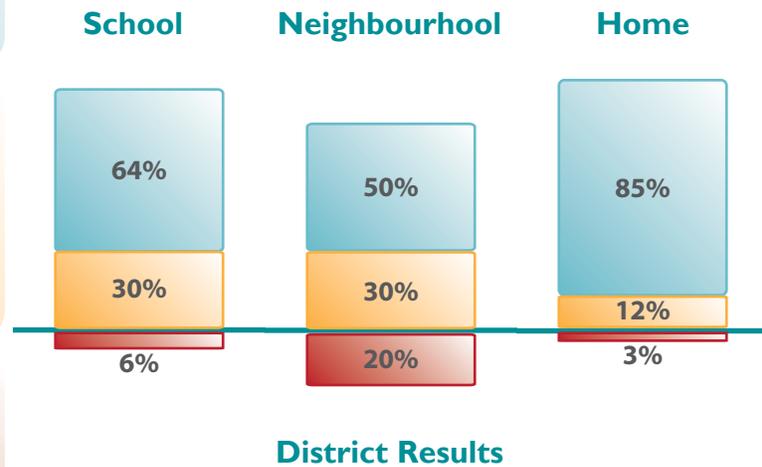
Peer Belonging & Friendship Intimacy

What do these categories mean?

High: Children who usually indicated that statements such as "When I am with other kids my age, I feel I belong" (peer belonging) or "I have a friend I can tell everything to" (friendship intimacy) were 'most of the time' or 'always' true for them were designated as having a 'high' level of peer belonging and friendship intimacy, respectively.

Medium: Children who responded 'sometimes' to these statements or who reported a mix of positive and negative responses were considered 'medium' in peer belonging and friendship intimacy.

Low: Children who usually responded 'not at all' to these statements were designated as having 'low' levels of peer belonging and friendship intimacy.
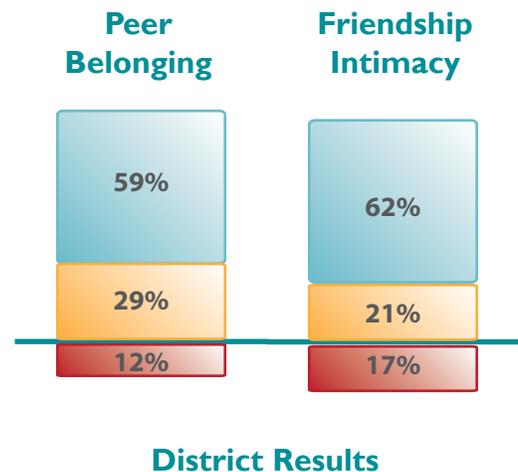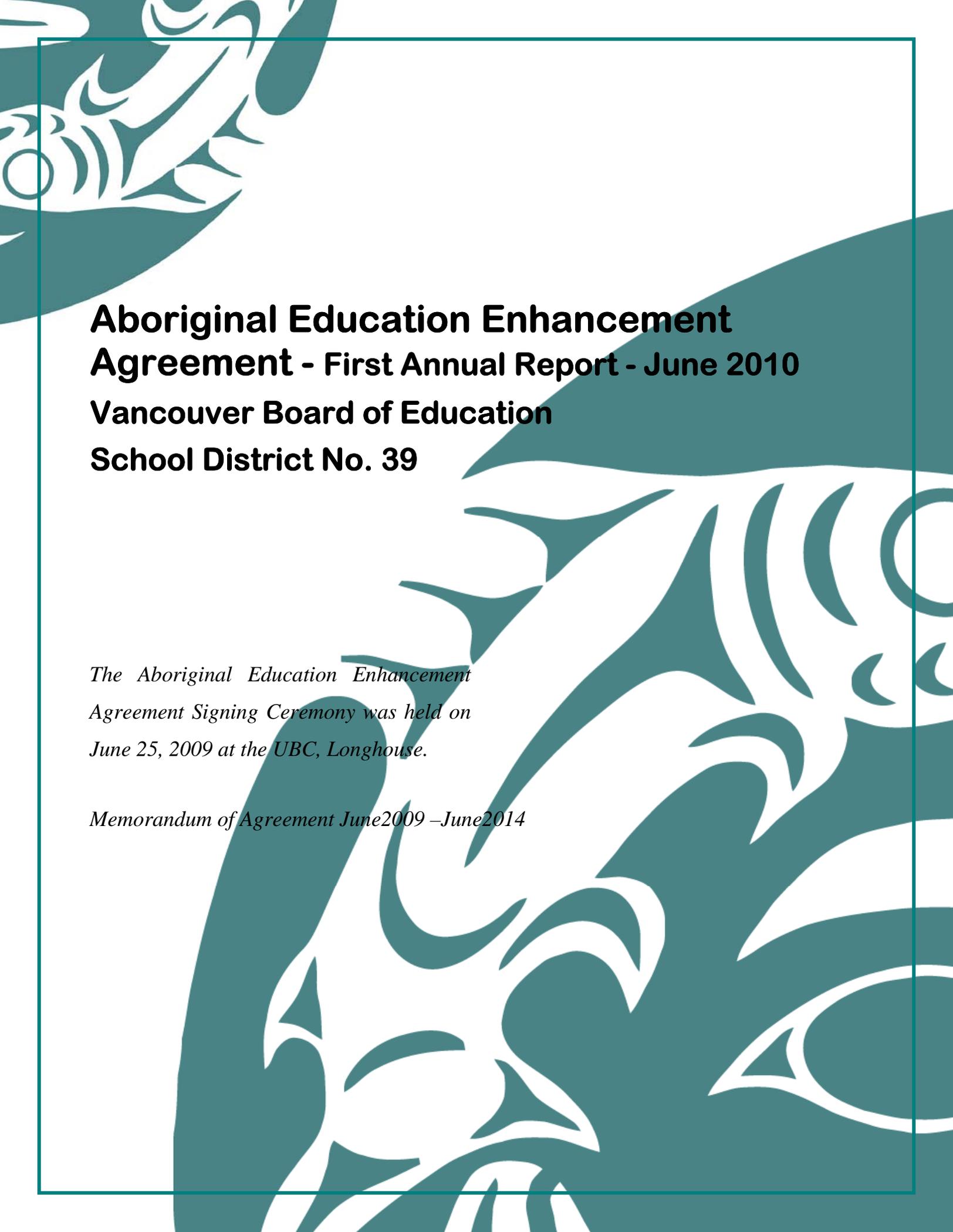
Peer Belonging	Friendship Intimacy
59%	62%
29%	21%
12%	17%

District Results

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 June2009 –June2014
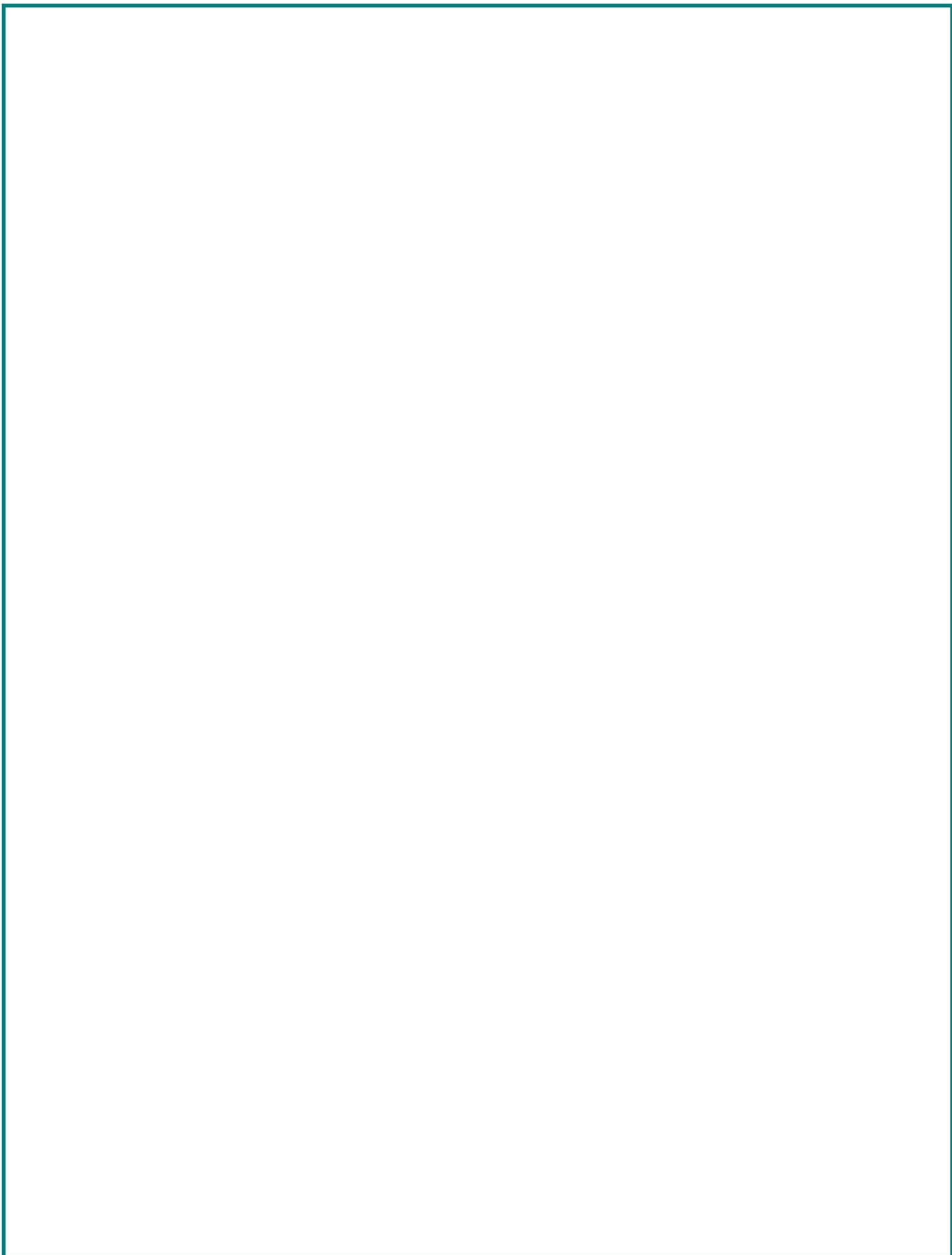
Aboriginal Education Enhancement Agreement – First Annual Report June 2010

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

Aboriginal Education Enhancement Agreement – First Annual Report – June 2010

Vancouver Board of Education (School District No. 39)

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.
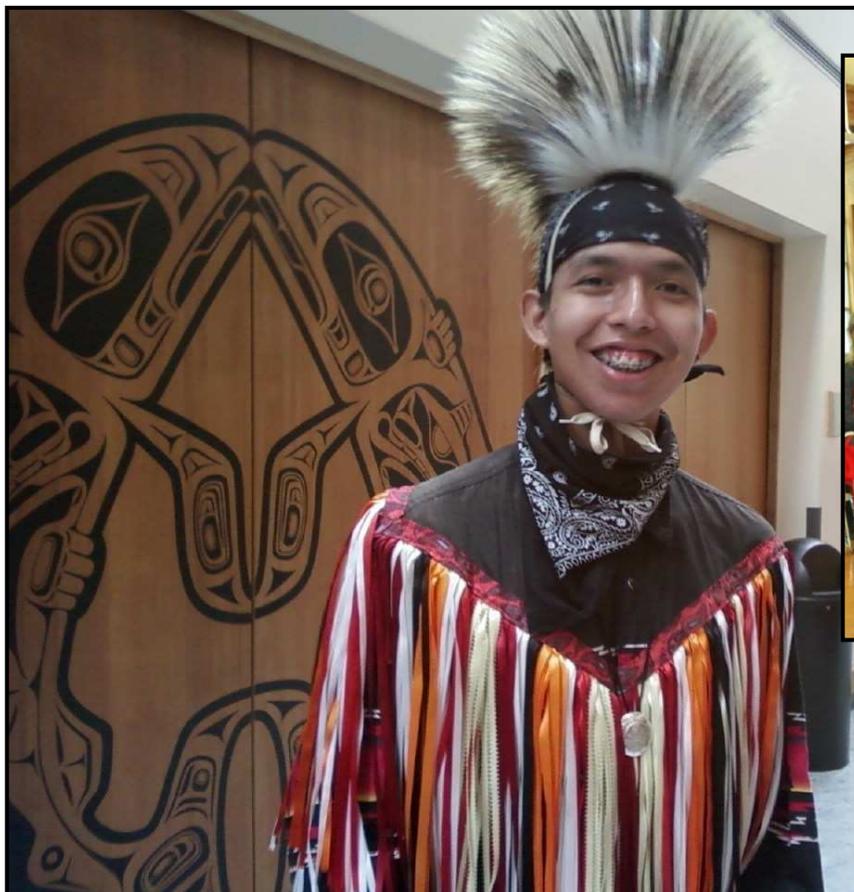
3. Governance and Implementation

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	Allan Wong
Ken Clement	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

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4. Student Demographics

The Vancouver Board of Education enrolls more that 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 All Students #	District Aboriginal Students #	District Aboriginal Students %	Province * All Students #	Province * Aboriginal Students #	Province * 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 *All* Aboriginal Students	Using the Tool for *All* Aboriginal Students	Using the Tool for *All* Aboriginal Students & *Some* Non-Ab. Students	Using the Tool for *All* 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 to10 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.

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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
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.	✔	✔ ✔ ✔ ✔	• 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		✔ ✔ ✔ ✔	• 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.		✔ ✔	• 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		✔	• 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.	✓	✓ ✓	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. • 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.	✓	✓ ✓ ✓	• 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.		✓ ✓ ✓ ✓ ✓	• 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.	✓ ✓	✓ ✓ ✓ ✓ ✓	• 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.)

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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									
	Six –Year Completion		Eligible Grade 12 Graduation Rate				First-Time Grade 12 Graduation Rate		
Student	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									
	Six –Year Completion		Eligible Grade 12 Graduation Rate				First-Time Grade 12 Graduation Rate		
Student	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.		✔ ✔ ✔ ✔ ✔ ✔ ✔	- 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.		✔ ✔ ✔	- 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: - 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.		✔ ✔ ✔ ✔ ✔	• 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.	✔	✔ ✔	• 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.	✔	✔ ✔ ✔	• 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.		✔	• 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.	✔	✔	• 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.	✔	✔ ✔ ✔ ✔ ✔ ✔ ✔	• 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	✔	✔ ✔	• 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.	✔ ✔	✔ ✔ ✔ ✔	• 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,		✔ ✔	• 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.	✔	✔ ✔	• 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.	✔ ✔ ✔	✔ ✔	• 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.	✔	✔ ✔ ✔ ✔ ✔ ✔ ✔	• 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.		✔	• 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 (McKenchie 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.	✔ ✔	✔ ✔ ✔ ✔	• 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.	✔ ✔	✔ ✔ ✔ ✔	• 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.		✔	• 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.		✔	• 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.		✔ ✔ ✔	• 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		✔	• 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.	✔	✔ ✔ ✔ ✔	• Baseline Data have been indentified 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		✔ ✔	• The Aboriginal Education Department in support of the AEEA I & M Committee developed two action plans.
			  1. AEEA Year One Implementation
			  2. 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.	✔		• 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.

Aboriginal Education Enhancement Agreement
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