

School District 42 Aboriginal Education Department

Annual Report 2012-13 (also includes 2013-14)

Pg. 1

Supporting First Nations, Metis, and Inuit students in Maple Ridge and Pitt Meadows



Prepared June 2014

Our annual report is presented to the Aboriginal Advisory Committee, School District 42 Trustees and Senior Staff, and the Ministry of Education to fulfill the accountability process described in our Aboriginal Enhancement Agreement.

Please Note: Although this report is being submitted for the 2012-13 school year I have endeavored to include the most current information, either in the form of quantitative data or qualitative updates, about what and how we are doing as a department. Much of the data is limited by Ministry timelines for publication, or the status of our district data collection; however, the stories, goals, and new directions described represent recent thinking and experiences within our department from the 2013-14 school year, as well as from 2012-13.

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Preamble

In February of 2013 I became a part-time Principal of Aboriginal Education after Alan Millar had been in the position for 1.5 years. From February - June of 2013 I worked to become familiar with the basics of this department. During 2013-14 school year I was the full-time principal in the Aboriginal Education Department. As we completed events we reflected on what we were doing and began to develop a direction for future growth that fit with established goals and practices. During the 2013-14 school year several circumstances slowed our progress:

- several staff changes resulted in much time spent getting to know new schools, students and routines. Planning for field trips and events such as our Awards night were not as efficient as we would have liked.
- B.C. teacher job action interfered with event planning and team communication beginning March 2014.
- We were asked to manage the District Scholarship process because of staff cutbacks in Core departments in our district. This past year we have devoted a lot of time to refining and streamlining the structures within this portfolio.

In spite of these challenges we have had a successful year, improving on established programs and reflecting continuously on what we do to support students. I am blending two years into this one report as I believe this will provide a more accurate representation of how we have grown as a department, and of where we are striving to head during the upcoming school year.



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Artwork in First Nations 12 classes



Building Igloos in Elementary Schools



Drummers from Katzie First Nation and Kwantlen First Nation at the
2012-13 Aboriginal Achievement Awards

Please note that back-issues of our “Talking Stick” Newsletter from the year 2013-14 can be found on our website: <http://schools.sd42.ca/abed/newsletters/>

Issues of “The Talking Stick” are emailed to families and staff in SD42 and contain updates about activities and directions for our department.

Introduction

School District No. 42 lies within the traditional territory of the Katzie First Nation and the Kwantlen First Nation, serving students and families within the communities of Maple Ridge and Pitt Meadows. Approximately 96% of the Aboriginal student population are off-reserve.

Aboriginal Enhancement Agreement Overview

The Aboriginal Enhancement Agreement is an agreement between School District No. 42, the Aboriginal Community and the Ministry of Education. The purposes of this agreement are to:

- facilitate the success of all Aboriginal learners at all grade levels.
- promote the importance of cultural education in order to increase the academic and social success of Aboriginal students.
- meet the needs of Aboriginal learners by maintaining and expanding meaningful academic, trades, and cultural programs where possible while providing the resources for success.
- continue to build relationships in our schools that are welcoming and supportive of Aboriginal children, their families, and the Aboriginal community.

Maple Ridge - Pitt Meadows School District No. 42 was the third district in the province to initially sign an Enhancement Agreement between School District No. 42, the Aboriginal Education Advisory Committee and the Ministry of Education in 2000. The second agreement was signed on January 25th, 2006 (July 2005 - June 2010). On March 3rd 2010 School District No. 42 became the first school district in British Columbia to sign their third Aboriginal Enhancement Agreement (July 2010 to June 2015). During the 2013-14 school year we have started to review our Agreement in anticipation of signing our fourth by June of 2015.

GOAL 1: TO IMPROVE ABORIGINAL STUDENTS' SUCCESS

- 1.1 Literacy: improve reading and writing skills at all grade levels.**
- 1.2 Numeracy: improve numeracy skills at all grade levels.**
- 1.3 Increase grade-to-grade transition rates.**
- 1.4 Increase graduation and successful school completion rates.**

GOAL 2: TO IMPROVE ABORIGINAL STUDENTS' SENSE OF BELONGING

- 2.1 Enhance Aboriginal students' sense of belonging.**
- 2.2 Increase the knowledge of and respect for Aboriginal culture and history for all students.**

Beginning September 2014 the Aboriginal Education Department will revise the way we support our Enhancement Agreement goals. After reviewing our goals and student performance/needs from June and September, we will create a one-year growth plan outlining the priority objectives for us to support that year.

Each yearly growth plan will form the basis for our yearly report, and will be a stepping stone to our next yearly growth plan. Over the 5 year period of our Enhancement Agreement this approach will develop into a rich review of progress related to our Enhancement Agreement Goals.

School District 42 Community Profile

School District No. 42 encompasses the communities of Maple Ridge, population of approximately 60,000 and Pitt Meadows, population of approximately 20,000. Maple Ridge lies on the north shore of the Fraser River nestled against the Coast Mountains. The Maple Ridge community consists of rural areas such as Ruskin, Whonnock, Webster's Corners, fast growing suburban areas of development in the east near Albion and the central core area which includes the historic town of Haney. The district of Pitt Meadows is located on the north bank of the Fraser River between Port Coquitlam and Maple Ridge. Pitt Meadows consists of a large rural area still held in the agricultural land reserve (ALR) as well as a suburban, bedroom community of Vancouver. The Katzie First Nation reserve is located in Pitt Meadows. The district consists of 20 elementary schools, 6 secondary schools, an alternate school, an adult learning centre, a virtual school (connected learning community) as well as a number of alternative programs. SD42's overall student enrollment has declined over the past few years except for the last three which have been relatively constant. The total number of self-identified Aboriginal students has increased over the past few years, as has the percent of the total student population. There are 54.5 students enrolled who are on reserve attending from the Katzie First Nation. There are currently no students attending from Kwantlen First Nation.

School District 42 Student Population

School Year	SD 42 All Students	SD 42 Aboriginal Students	Aboriginal Students on Reserve	% Aboriginal Students in SD 42
2004-05	15,871	951	72	5.99
2005-06	15,721	946	60	6.02
2006-07	15,515	935	58	6.03
2007-08	15,538	955	54	6.22
2008-09	15,355	988	53	6.43
2009-10	15,357	1015	42	6.61
2010-11	15,168	1077	57	7.10
2011-12	14,281	1086	54.5	7.60
2012-13	14,759	1139	56.5	7.70



WOW Trips in School District 42

To help provide a vision of life after grade 12 we plan a series of "WOW" trips during each year. These trips take interested students to various Post-Secondary locations to learn about programs and services for Aboriginal students. The two students in this picture were visiting the Emily Carr University of Art and Design on Granville Island.

Katzie First Nation: Some Background

Katzie ancestors were traditionally a longhouse society, meaning extended families shared the same residence. They were self-governing, which saw leaders holding responsibility for the welfare and security of the people. Their traditional language was, and is Halkomelem.

The Katzie people used handcrafted tools for woodworking, hunting and fishing. These tools were made of wood, stone, and bone. Clothing was made of woven material, including cedar bark and goat hair. Diets were comprised mainly of fish, seal, game and shellfish.

There are approximate 460 Katzie First Nation members. Of this, approximately 300 reside on-reserve, while the remainder live off-reserve, primarily in communities located throughout the Lower Mainland. Katzie First Nation reserve lands are situated in five different locations in the Fraser Valley:

- Katzie Reserve No. 1: Pitt Meadows - 150 acres of residential lots
- Katzie Reserve No. 2: Langley - 56 acres of residential lots
- Katzie Reserve No. 3: Barnston Island - 135 acres of residential lots
- Katzie Reserve No. 4: Coquitlam - 640 acres of leased and undeveloped forest land
- Katzie Reserve No. 5: Maple Ridge - 1 acre cemetery

Kwantlen First Nation: Some Background

Kwantlen First Nation live by the seven traditional laws that guided their ancestors: health, happiness, generations, generosity, humbleness, forgiveness and understanding. They traditionally speak the downriver dialect of Halkomelem, one of the Salishan family of languages. They are a member of the Sto:lo Tribal Council, one of two Sto:lo tribal councils.

The Kwantlen once resided primarily in villages near present-day New Westminster, although they frequented many locations along the Lower Fraser as far upstream as a village at Hatzic. In particular, the Stave River valley was important for hunting, trapping, and fishing. They moved their main settlement upriver when Fort Langley was established in the 19th century, to control and maintain a trading advantage with the HBC in Fort Langley.

The band administers six Indian Reserves:

- Langley Reserve No. 2, on right (west) bank of the Stave River, 1 mile from its confluence with the Fraser River, 58.3 ha. This and IRs Nos. 3 and 4 are located in the District of Mission
- Langley Reserve No. 3, on island at the mouth of the Stave River, 46 ha.
- Langley Reserve No. 4, on the east bank of the mouth of the Stave River, adjacent to Silvermere Lake, 96 ha.
- Langley Reserve No. 5, on the right (north) bank of the Fraser River, 2 miles northeast of Fort Langley, to the east of Albion, 140.6 ha.
- Whonnock Reserve No. 1, between Whonnock (W) and Ruskin (E), 34.4 ha.
- McMillan Island Reserve No. 6, on McMillan Island at Fort Langley, 181 ha., which is the main community of the band and also the location of its offices.

The band also shares the Peckquaylis Indian Reserve with 20 other bands. It is the former St. Mary's Indian Residential School just east of Mission and is now a cultural, government, and Aboriginal business centre.

Aboriginal Education Advisory Committee Participants

Representatives from the following groups are invited to attend our Advisory meetings.

Katzie First Nation	Kwantlen First Nation
Golden Ears Metis Society	Aboriginal Secondary students
Anishnaabe Place	FRANAS (Fraser River All Nations Aboriginal Society)
SD 42 Board of Education (Trustee reps)	SD 42 Superintendent or designate
SD 42 Principals/Vice Principals	Ministry of Education Aboriginal Enhancements Branch
SD 42 Aboriginal Education Department staff	

Minutes and important notes are emailed to all committee members, and to families in SD42. We invite anyone to submit feedback and input via phone, email, or meetings at any time throughout the year.

Aboriginal Education Staff updated to June 2014

Principal, Aboriginal Education	Mr. Allan Miller (Sept. 2012 – Jan. 2013) Mr. Ron Lanzarotta (Feb. 2013 – present; continuing for 2014-15)
Administrative Secretary	Mrs. Carmen Brittain
Aboriginal Youth Workers	Mrs. Amanda Gauley, Ms. Natalie Robertson
Aboriginal Cultural Mentor	Ms. Kathleen Williamson
Elementary Aboriginal Resource Teachers	Mrs. Cathy Crook , Ms. Suzanne Hall, Mrs. Marg MacGillvary (Marg's position ended June 2013. We now have 2 teachers)
Secondary Aboriginal Resource Teachers	Mr. James McCloskey Mr. Scott Ormiston
Elementary Aboriginal Support Workers (effective June 2014)	Ms. Janna Dahlin, Ms. Monique Duclos, Mrs. Robbi Lamour Ms. Anita Sandy, Ms. Becci Olsen, Ms. Lisa Adair Ms. Melinda Mack Ms. Shannon Adams, Mrs. Leah Jackson
Secondary Aboriginal Support Workers (effective June 2014)	Ms. Bev Charlie Ms. Ricky Jennings Ms. Sherri Britton Mrs. Corrina Miller Ms. Melanie Unruh Mrs. Patti Williams



Secondary student mentors from Katzie First Nation teach drumming and singing to Gr. 6 students at our IGNITE camp (pg. 26)

Aboriginal Education Department Staff Roles and Responsibilities**Elementary Aboriginal Resource Teacher**

Two Elementary Aboriginal Resource Teachers provide support for all elementary schools. These supports are over and above those normally provided through core staff and services, as follows:

- collaborate with classroom teachers (K-7), school-based support teachers and district support staff (speech and language, gifted, etc.)
- promote and support the inclusion of Aboriginal history and effective pedagogy throughout the curriculum
- assist with student identification, school-based assessments, and the implementation of learning assistance and support plans
- assist with planning, adapting and implementing individual and group activities to build students' self-esteem and academic success
- provide leadership and direction for Aboriginal Support Workers
- provide direct support to Aboriginal students as needed
- organize district field trips and events for Aboriginal students



Our PALS program at the Katzie Band Office



Classroom Cultural Activities help all students learn about Aboriginal cultures

Secondary Aboriginal Education Resource Teacher's Role

Two Aboriginal Education Resource Teachers provide support to all secondary schools, our Alternate Education "Outreach" program, and our Adult Learning Programs. These supports are over and above those normally provided through core staff and services, as follows:

- collaborate with classroom teachers (8 - 12) and school-based support teachers
- promote and support the inclusion of Aboriginal history and effective pedagogy throughout the curriculum
- assist with transition planning from grade 7 - 8 (Elementary to Secondary)
- support the inclusion of Aboriginal background and pedagogy throughout the curriculum
- monitor individual student progress and work with school teams to implement supports as required
- provide and support meaningful exposure to future opportunities (cultural, academic, career)
- advocate for formal recognition of out-of-school cultural and traditional teachings and learning
- provide leadership and direction for Aboriginal Support Workers
- provide direct service support to Aboriginal students (gr. 8 - 12)



One of many WOW trips to post secondary institutions organized by our Secondary Teachers. The purpose of these trips is to help our students learn about programs of post-secondary studies.

At any institution we visit, our students are introduced to the staff in the Aboriginal Services department, and are told about the supports available for them.

Elementary and Secondary Aboriginal Support Worker's Role

Our 14 Aboriginal Support Workers (ASWs) play a very important role in the success of all Aboriginal students. Each ASW works in one or more schools based on the number and needs of our Aboriginal students. Consistent with Ministry of Education guidelines the supports they provided are additional to core programs and services. Aboriginal Support Workers play a big role in our September self-identification process (1701's) and throughout the year provide services such as:

- maintain a liaison between home and school
- make connections with all students to foster a sense of connection and belonging.
- lead cultural activities
- liaise with outside agencies if required
- offer academic support
- attend student meetings to support both students and parents
- assist with the planning and delivery of special events (e.g. field trips, school events, Aboriginal Education events)

Our ASW's strive to be a part of the existing school-based support team, working with classroom teachers, support teachers, itinerant teachers, and administrators.

Please note we hired an additional ASW in June of 2014 to bring our total number to 15.



Leadership games at our Grade 6 IGNITE camp. ASW's play a significant role in the planning and delivery of this 5-day event.



First Nations 12 Cultural Activity

Aboriginal Child Care Worker's Role

Our 2 (actually, 1.7) Aboriginal Child Care Workers liaise between schools, students, families, and community support organizations. They assist families and students in providing or finding supports for emotional challenges, family challenges, and behavior challenges that are interfering with success in school. We currently have a full time position working with students in our Connex program. This program supports students from gr. 6 - 12 who have difficulty fitting into the daily routines in regular school settings. Our other Child Care worker organizes student group sessions and works 1:1 with students and parents. One example of the type of work carried out by our Child Care Workers was a program for girls from a variety of schools to discuss the anxiety and uncertainty associated with transitions from grade 7 to secondary school. As part of this, tours with high school student mentors were set up to establish a connection for our grade 7's.

Aboriginal Cultural Mentor's Role

The Aboriginal Cultural Mentor provides classroom sessions and workshops on a wide variety of Aboriginal culture and history including: Salish Weaving, Medicine Wheel teachings, Traditional Games, Legends, Inuit Finger Masks and Residential Schools. Each year our Cultural Mentor (ACM) produces a pamphlet listing all workshops available to classes in our school district. Most of these classes are free of charge; however, some carry a modest fee to cover the cost of supplies (e.g. button blakets). Our Aboriginal Cultural Worker is a resource person for many people in the district, including:

- assisting our Aboriginal Support Workers prepare for cultural activities in their schools
- assisting with presentations or booking presenters for District Pro-D days
- providing resources and guidance to Simon Fraser University PDP students during practicums

A copy of the 2013-14 program brochure for teachers is included in Appendix F on page 72.

Aboriginal Principal

The Principal of the Aboriginal Education Department is a full time position, although it was a .5 position from February - June 2013 as part of a transition plan involving different administrators and programs.

The Principal role is diverse and is focused mainly on priorities such as:

- promoting reflection, refining systems, clarifying goals, and developing community relationships.
- planning for and leading regular staff meetings: weekly Monday morning updates with teachers and bi-weekly staff meetings. These are used to reflect on our practice and refine our systems, to allow Support Worker/Teacher teams to discuss issues in their schools and problem solve, to update on important information, and to plan for upcoming events.
- liaise with community organizations
- develop reports and presentations
- assist with events and field trips
- liaise with school principals re: staffing, programs, problem solving, etc.
- develop and monitor the departmental budget
- communicate with staff, families, and schools

Goals, Indicators, Targets

Data for assessing progress toward our goals is presented each year in this School District #42 annual report on Aboriginal Achievement. Much of it is taken from the Ministry of Education “How Are We Doing” reports. The report provides some information on student achievement and attempts to summarize our current thinking and direction in terms of supports and structures needed to promote and enhance success for all Aboriginal students.

Our Aboriginal Education Department has gone through much change in the last two years, and our District has pursued different methods of reporting on student progress. We have wrestled throughout the 2013-14 school year with questions around useful and appropriate data, both as a department and as a district. We have included data from FSA scores in the 2012-13 school year; however, it must be acknowledged this data is based on a large rate of non-participation. Conclusions must be drawn cautiously based on a larger school context. Although this data has been included, I will focus more on our current thinking and plans for the 2014 - 15 school year. This is important context to have as we move toward new ways of collecting data on Aboriginal student progress.

During the 2013-14 school year the Aboriginal Education Department has seen a new principal, the loss of one teacher, the loss of 3 Aboriginal Support Workers, and the hiring of 4 new Aboriginal Support Workers. We have, and are continuing to review what we do, why we do it, and how we report on student progress. We are looking forward to exciting changes in the way we support our students, and in the way we track this progress.

Performance Goals (as listed in our current Enhancement Agreement)

The goal and objectives for student improvement in our 2010 – 2015 Enhancement Agreement are:

Goal 1: To improve Aboriginal students' success in School District 42.

Objective 1 Improved reading and writing skills at all grade levels

Objective 2 Improved numeracy skills at all grade levels

Objective 3 Increased graduation rates based on Dogwood completion rates

Objective 4 Increased transition rates based on grade-to-grade transitions

Goal 2: To Improve Aboriginal students' sense of belonging in School District 42

Objective 1 Enhance Aboriginal students' sense of belonging.

Objective 2 Increase the knowledge of and respect for aboriginal culture and history for all students.

**43 students provided feedback on our 2013-14 Grade 6 IGNITE camp:
32 felt the camp was LOTS of fun and 7 felt it was “mostly fun”.**

41 students said they tried something new and 38 said they learned new things

(More information on IGNITE can be found on Page 26)

Reflection on Performance

1.1 Improve reading and writing skills at all grade levels

Our district has not yet developed a consistent literacy assessment. Teachers are using their own assessments as they explore new reporting methods in K - 7. School District 42 has initiated a new reporting method using a revised template and student led portfolio-based reporting conferences. Our new report templates include rubrics to measure literacy for grades K - 7, and we will be reviewing these on a regular basis beginning September 2014.



P.A.L.S. stands for "Parents as Literacy Supporters" and is an effective, interactive program involving parents and their pre-school or kindergarten-aged children. Parents learn strategies they can use at home to promote literacy development with their children, and everyone takes part in fun learning activities that can be repeated at home. These pictures are from our program that happens 5 times during the year at the Katzie Band Office.



Zaccheus Jackson, well known "Slam Poet" taught a series of workshops in "Spoken Word Poetry" to 30 students from grades 6 - 12.

At the end of these workshops we sent 4 students to the Hullabaloo Spoken Word High School Championships in Vancouver in May 2014.

Students reported a high level of interest and enjoyment in this program, and their teachers reported improvements in their skills and confidence!

Provincial F.S.A. results have proven to be questionable as long-term data in our district because we have experienced a high number of parent requests for their child to be exempt. None-the-less, the most current data has been included in this report.

F.S.A. - Reading

Year	Gr. 4 Aboriginal Participation Rates	Gr. 4 Aboriginal Meet or Exceed	Gr. 4 Non-Aboriginal Participation Rates	Gr. 4 Non-Aboriginal Meet or Exceed
2007-08		65 %		69 %
2008-09	55 %	38 %	64 %	51 %
2009-10	85 %	62 %	85 %	66 %
2010-11	67 %	48 %	77 %	59 %
2011-12	77 %	50 %	79 %	62 %
2012-13	58 %	40 %	65 %	53 %

Year	Gr. 7 Aboriginal Participation Rates	Gr. 7 Aboriginal Meet or Exceed	Gr. 7 Non-Aboriginal Participation Rates	Gr. 7 Non-Aboriginal Meet or Exceed
2007-08		56 %		60 %
2008-09	57 %	38 %	55 %	42 %
2009-10	79 %	43 %	80 %	55 %
2010-11	70 %	43 %	76 %	53 %
2011-12	59 %	34 %	65 %	50 %
2012-13	68 %	38 %	58 %	44 %

F.S.A. - Writing

Year	Gr. 4 Aboriginal Participation Rates	Gr. 4 Aboriginal Meet or Exceed	Gr. 4 Non-Aboriginal Participation Rates	Gr. 4 Non-Aboriginal Meet or Exceed
2007-08		65 %		69 %
2008-09	52 %	33 %	62 %	45 %
2009-10	81 %	49 %	85 %	74 %
2010-11	63 %	47 %	76 %	63 %
2011-12	74 %	54 %	78 %	66 %
2012-13	54 %	46 %	62 %	55 %

Year	Gr. 7 Aboriginal Participation Rates	Gr. 7 Aboriginal Meet or Exceed	Gr. 7 Non-Aboriginal Participation Rates	Gr. 7 Non-Aboriginal Meet or Exceed
2007-08		63 %		67 %
2008-09	55 %	36 %	54 %	39 %
2009-10	72 %	57 %	79 %	71 %
2010-11	69 %	51 %	74 %	65 %
2011-12	59 %	48 %	65 %	59 %
2012-13	60 %	49 %	56 %	49 %

It can be observed from this data that our Aboriginal students score consistently less on the F.S.A. outcomes of "meeting" or "exceeding" expectations. Although we cannot completely discount this information it is important to note the number of Aboriginal students participating in the F.S.A. assessments is considerably smaller than the number of non-Aboriginal students. This means the scores for one Aboriginal student will impact overall statistics to a far greater degree than for a non-Aboriginal student. For example, if we consider the Grade 4 Reading scores we see that over the years each student who completed the F.S.A.'s will represent between 1.5% - 1.9% in terms of overall percentages in any given category, while each non-Aboriginal student will represent only .13 - .18% of a shift in total numbers.

As well as continuing to include F.S.A. scores in our yearly reports, we are reviewing our approach to measuring student performance related to the goals in our Enhancement Agreement. In elementary grades we will be reviewing student needs in the areas of literacy, numeracy, attendance, and behavior beginning September. To accomplish this we will review report cards from the previous year. New SD42 reporting templates include rubrics for both literacy and numeracy so this information will be readily available from classroom assessments.

Once this information is gathered we will be better able to identify student needs and can develop support plans that work alongside existing school supports

Grade 10 English Blended Final Marks

	Aboriginal	Aboriginal	Aboriginal	Aboriginal	Aboriginal	Non-Aboriginal	Non_Aboriginal	Non_Aboriginal	Non_Aboriginal	Non_Aboriginal
Year	Total	# with C- or better	% with C- or better	# with C+ or better	% with C+ or better	Total	# with C- or better	% with C- or better	# with C+ or better	% with C+ or better
2006-07	96	89	93			1336	1262	94		
2007-08	92	89	97			1359	1320	97		
2008-09	73	68	93	38	52	1205	1143	95	735	61
2009-10	95	87	92	42	44	1231	1178	96	723	59
2010-11	100	99	99	45	45	1130	1060	94	640	57
2011-12	93	88	95	43	46	1210	1159	96	719	59
2012-13	91	84	92	46	51	1119	1069	96	748	67

Effective graduation plans begin in Kindergarten. We will continue our quest to develop primary literacy skills based on the fact that strong reading and writing skills are effective predictors of success throughout school and provide a much higher chance of successful completion by the time students reach secondary school.

Grade 12 English Blended Final Marks

	Aboriginal	Aboriginal	Aboriginal	Aboriginal	Aboriginal	Non-Aboriginal	Non_Aboriginal	Non-Aboriginal	Non-Aboriginal	Non-Aboriginal
Year	Total	# with C- or better	% with C- or better	# with C+ or better	% with C+ or better	Total	# with C- or better	% with C- or better	# with C+ or better	% with C+ or better
2006-07	37	36	97			928	917	99		
2007-08	54	53	98			1006	993	99		
2008-09	57	56	98	31	54	959	934	97	594	62
2009-10	49	49	100	31	63	1070	1051	98	687	64
2010-11	54	52	96	31	57	1073	1055	98	733	68
2011-12	66	62	94	42	64	1107	1085	98	722	65
2012-13	79	77	97	49	62	960	945	98	667	69

Grade 12 Communications Blended Final Marks

	Aboriginal	Aboriginal	Aboriginal	Aboriginal	Aboriginal	Non-Aboriginal	Non_Aboriginal	Non-Aboriginal	Non-Aboriginal	Non-Aboriginal
Year	Total	# with C- or better	% with C- or better	# with C+ or better	% with C+ or better	Total	# with C- or better	% with C- or better	# with C+ or better	% with C+ or better
2006-07	21	21	100			186	185	99		
2007-08	11	11	100			202	199	99		
2008-09	28	27	96	19	68	216	215	99	128	59
2009-10	28	28	100	16	57	194	190	98	117	60
2010-11	19	19	100	9	47	152	148	97	64	42
2011-12	23	23	100	9	39	192	189	98	92	48
2012-13	26	26	100	13	50	187	184	98	107	57



During the 2013-14 school year we offered a series of workshops on Spoken Word Poetry. We were able to contract Zaccheus Jackson, a well-known Canadian "Slam" Poet, courtesy of an Arts Starts grant.

14 elementary students reported either "always" or "usually" enjoying the workshops, and 13 of 15 people said they made some new friends and this was an important thing for them. Fifteen students reported learning either "some" new things or "lots" of new things, and all students said they improved either "some" or "lots" with their performing skills. Many of the students felt this program helped them improve their school work.

From our secondary students, 12 reported "usually" or "always" enjoying the workshops, 13 reported they made new friends, which was important to them, and 12 reported learning new things that helped them improve at school

1.2 Improve numeracy skills at all grade levels

F.S.A. - Numeracy

Year	Gr. 4 Aboriginal Participation Rates	Gr. 4 Aboriginal Meet or Exceed	Gr. 4 Non-Aboriginal Participation Rates	Gr. 4 Non-Aboriginal Meet or Exceed
2007-08				
2008-09	51 %	35 %	63 %	46 %
2009-10	84 %	51 %	85 %	58 %
2010-11	67 %	43 %	77 %	53 %
2011-12	77 %	51 %	79 %	62 %
2012-13	57 %	30 %	63 %	50 %

Year	Gr. 7 Aboriginal Participation Rates	Gr. 7 Aboriginal Meet or Exceed	Gr. 7 Non-Aboriginal Participation Rates	Gr. 7 Non-Aboriginal Meet or Exceed
2007-08				
2008-09	57 %	26 %	55 %	38 %
2009-10	78 %	35 %	80 %	54 %
2010-11	70 %	27 %	75 %	48 %
2011-12	59 %	25 %	65 %	44 %
2012-13	61 %	32 %	57 %	41 %

Math 10 Foundations of and Precalculus Blended Final Marks

	Aboriginal	Aboriginal	Aboriginal	Aboriginal	Aboriginal	Non-Aboriginal	Non_Aboriginal	Non-Aboriginal	Non-Aboriginal	Non-Aboriginal
Year	Total	# with C- or better	% with C- or better	# with C+ or better	% with C+ or better	Total	# with C- or better	% with C- or better	# with C+ or better	% with C+ or better
2006-07										
2007-08										
2008-09										
2009-10										
2010-11	52	46	88	18	35	739	686	93	393	53
2011-12	39	34	87	10	26	789	718	91	388	49
2012-13	42	36	86	21	50	815	758	93	469	58



For the last few years we have brought a group of students to Simon Fraser University to attend a one-day Math Camp. During the 2013-14 camp students practiced some problem solving activities and had a chance to learn about 3-D printers and to observe them in action.

Math 10 Apprenticeship and Workplace Blended Final Marks

	Aboriginal	Aboriginal	Aboriginal	Aboriginal	Aboriginal	Non-Aboriginal	Non_Aboriginal	Non_Aboriginal	Non_Aboriginal	Non_Aboriginal
Year	Total	# with C- or better	% with C- or better	# with C+ or better	% with C+ or better	Total	# with C- or better	% with C- or better	# with C+ or better	% with C+ or better
2006-07										
2007-08										
2008-09										
2009-10										
2010-11	32	32	100	14	44	322	307	95	135	42
2011-12	54	52	96	17	31	348	331	95	124	36
2012-13	49	45	92	25	51	333	314	94	124	37

Science 10 Blended Final Marks

	Aboriginal	Aboriginal	Aboriginal	Aboriginal	Aboriginal	Non-Aboriginal	Non_Aboriginal	Non_Aboriginal	Non_Aboriginal	Non_Aboriginal
Year	Total	# with C- or better	% with C- or better	# with C+ or better	% with C+ or better	Total	# with C- or better	% with C- or better	# with C+ or better	% with C+ or better
2006-07										
2007-08										
2008-09	70	64	91	26	37	1177	1111	95	580	49
2009-10	94	88	94	32	34	1174	1127	96	586	50
2010-11	99	93	94	44	44	1112	1065	96	568	51
2011-12	80	75	94	28	35	1138	1082	95	564	50
2012-13	94	83	88	37	39	1078	1029	95	606	56

1.3 Increased graduation rates based on Dogwood completion rates**Six-Year Completion Rate: SD 42 vs. Province of B.C.**

Year	SD 42 % Aboriginal	Province % Aboriginal	SD 42 % All Students	Province % All Students
2006-07	63.5	47.3	77.4	80.1
2007-08	63.9	46.9	75.5	78.8
2008-09	59.3	48.8	76.7	79.2
2009-10	62.9	50.4	77.6	79.7
2010-11	62.1	53.7	79.2	81
2011-12	67.4	56.4	83.5	81.8
2012-13	74.2	59.4	90.7	83.6

Six-Year Completion Rate: SD 42 Internal Comparison

Year	SD 42 % Aboriginal	SD 42 % All Students	Difference
2006-07	63.5	77.4	13.9
2007-08	63.9	75.5	11.6
2008-09	59.3	76.7	17.4
2009-10	62.9	77.6	15.6
2010-11	62.1	79.2	17.6
2011-12	67.4	83.5	16.1
2012-13	74.2	90.7	16.5
7 Year Average	64.76 (previous: 63.03)	80.2 (previous 78.4)	15.53 (previous 15.37)

The Six-Year Completion rate shows the percent of Grade 8 students who graduate with a Dogwood Certificate. It is NOT the inverse of a “dropout rate” as students may graduate after the six-year period. This rate for aboriginal students took a significant jump in the 2011/12 school year and again in 2012-13. These increases coincide with implementation of a “Case Management” approach to student support. We plan to expand this approach to our elementary grades in the Fall of 2014.

Eligible to Graduate: SD 42 vs. Province of B.C.

Year	SD 42 % Aboriginal	Province % Aboriginal	SD 42 % All Students	Province % All Students
2006-07	95	87	93	94
2007-08	92	90	95	95
2008-09	93	90	93	95
2009-10	94	90	96	95
2010-11	94	89	93	94
2011-12	91	88	95	94
2012-13	90	91	96	95

Eligible to Graduate: SD 42 Internal Comparison

Year	Aboriginal #	Aboriginal %	All Students #	All Students %
2006-07	52	95	982	93
2007-08	61	92	1088	95
2008-09	65	93	1063	93
2009-10	65	94	1161	96
2010-11	66	94	1132	93
2011-12	70	91	1203	95
2012-13	79	90	1067	96

This is a measure of grade 12 students who, if they pass all courses in which they have enrolled as of September, will have met all the requirements to graduate. This table indicates Aboriginal students who are successful to grade 12 will graduate at similar rates to all other students.

The “Case Management Model”

The Aboriginal Education team has adopted the term “Case Management” to refer to both a philosophy of student support and a set of specific practices. We have implemented this system for all secondary grades (8 - 12) and are beginning to implement it for all elementary grades (K - 7). During the 2012-13 school year this approach was limited to secondary grades. During the 2013-14 school year it was introduced to elementary staff and some implementation was carried out. During the 2014-15 school year elementary staff will be asked to include this philosophy into their daily practice and review of student performance.

Simply put, this approach to student support has us look at each student on an individual basis. Although we are guided by the goals in our Enhancement Agreement, individual student needs help us establish priorities in terms of support as we work alongside existing school support staff and classroom teachers.

During the month of September our staff are asked to review each student who has self-identified and to establish needs in the areas of literacy, numeracy, attendance, behavior (social and emotional), and graduation paths. From this we work with existing school staff to determine specific priority goals around student support. Cultural activities are woven into this plan as a way to connect with all students regardless of how they are doing academically and these are used to build a sense of belonging and connection, and to pursue our goal of increasing the exposure to Aboriginal culture for all students.

Currently in grade 8 - 12 each students' progress is reviewed by our Aboriginal Resource Teacher, our Aboriginal Support Worker, school administration, and other school support staff as needed. General progress is reviewed, and plans to support students are updated. This includes the provision of direct support by our staff and the facilitation of supports from other school or district staff. At the elementary level we plan to do a similar review of student progress after the Term 1 and 2 report cards, when we will check for reading, numeracy, social and emotional progress, attendance, and general behavior. The Aboriginal Education department will provide TOC coverage to elementary schools so either the classroom teachers or support teachers can be freed up to meet with our staff. This information will be readily available on the new Report Card templates that have been implemented in SD42 to reflect classroom assessments during the term.

A flow chart has been included as Appendix A on page 29 to show this process in a more visual format.

Collecting Data on Graduation Rates

Beginning with the current school year (2013-14) we are gathering graduation data for each student in grade 12. Our goal is to create a detailed list showing each student in our department so we can report more fully on our graduating students. For example, it will allow us to report on who completes school with a Dogwood or Evergreen certificate. As well, for those who do not graduate in their assigned year we will compile a “story” of where they are at, and of what supports we have in place to assist them with moving forward toward graduation.

Our hope is to create a much stronger picture about those students who do not graduate. This will provide richer layers of information about our efforts to support students and about their progress. Our information about students will be on-going, and will be updated at any time to reflect changes in student standing.

1.4 Increased transition rates based on grade-to-grade transitions

The data represent a cohort of students as they progress from Grade 8 through to Grade 12. Each year out-migration estimates are factored in. If a student leaves for another district, that student's information will be reported in that district's cohort information. Grade transition includes transitions to a higher grade in any school type.

Successful Transitions to Higher Grades (%)

Gr. 6 to Higher Gr.				
Year	All students SD42 (%)	Ab Ed students SD42 (%)		Ab Ed students Province (%)
2005-06	97	98		
2006-07	96	99		
2007-08	94	99		
2008-09	94	100		97
2009-10	95	100		97
2010-11	96	99		98
2011-12	94	99		97
2012-13	96	100		97

Gr. 7 to Higher Gr.				
Year	All students SD42 (%)	Ab Ed students SD42 (%)		Ab Ed students Province (%)
2005-06	98	100		
2006-07	96	100		
2007-08	94	99		
2008-09	96	99		96
2009-10	99	99		97
2010-11	99	100		96
2011-12	96	98		97
2012-13	95	100		98

Gr. 8 to Higher Gr.				
Year	All students SD42 (%)	Ab Ed students SD42 (%)		Ab Ed students Province (%)
2005-06	96	95		
2006-07	96	90		
2007-08	96	88		
2008-09	94	93		93
2009-10	98	97		94
2010-11	98	96		95
2011-12	98	99		95
2012-13	99	99		95

Successful Transitions to Higher Grades (%) continued

Gr. 9 to Higher Gr.				
Year	All students SD42 (%)	Ab Ed students SD42 (%)		Ab Ed students Province (%)
2005-06	96	92		
2006-07	94	84		
2007-08	95	87		
2008-09	95	90		89
2009-10	97	93		91
2010-11	97	94		91
2011-12	98	98		91
2012-13	98	97		92

Gr. 10 to Higher Gr.				
Year	All students SD42 (%)	Ab Ed students SD42 (%)		Ab Ed students Province (%)
2005-06	82	81		
2006-07	82	68		
2007-08	86	77		
2008-09	88	81		81
2009-10	93	88		84
2010-11	88	80		83
2011-12	92	83		86
2012-13	91	78		86

Gr. 11 to Higher Gr.				
Year	All students SD42 (%)	Ab Ed students SD42 (%)		Ab Ed students Province (%)
2005-06	77	74		
2006-07	79	71		
2007-08	82	78		
2008-09	78	72		70
2009-10	84	67		73
2010-11	87	74		73
2011-12	85	78		75
2012-13	78	72		77

Reflection on Transition Rates

A small cohort of Aboriginal students impacts the quality of the data for a direct comparison in this measurement, as it does for other numerical measurements, or comparisons with “all students” in SD42. Each Aboriginal student carries a greater weight in terms of percentage, so a shift of only a few students can impact our final percentage in a noticeable way, whereas it takes a far larger number of students in the general population to have the same impact on final percentages.

Regardless, the data show us some general trends:

- Transition rates have been on par with or ahead of general transition rates for both SD42 and the Province until the transition from grade 10 to 11 and grade 11 - 12
- Our transition rates have improved from grade 9 - 10 over recent years.

We plan to continue with the following specific strategies to improve our transition rates:

- Continue to develop our Case Management model to work directly with every student in elementary and secondary. The stronger our students are in earlier grades, the better chance they have of being successful in later grades, and the higher chance they have of completing grade 12.
- Continue with our WOW trips: a series of field trips to post secondary institutions in the Lower Mainland. The purpose of these trips is to help students develop a vision of what is possible for them to pursue. Our hope is this will help to make school more meaningful.
- Expand our students’ awareness of trades and technology options offered within SD42. This is not something we have actively done in past years; however, we have several strong program options available for our students. Our trades programs are offered in conjunction with B.C.I.T. and Kwantlen Polytechnical University

Beginning October 2014 we will complete a thorough transition report to gather more data on our students, and to create a stronger picture of the reasons more students do not transition from grade 10 - 11 and from 11 - 12. Given our numbers (approx. 1200 self-identified students) we plan to review each student from this year and check on their enrolment in the next grade. If we are missing a student we will determine the reasons for this.

Our goal is to account for every student we are aware of, and to make sure we are aware of the “story” behind each student who does not transition to the next grade. This, combined with our Case Management approach, will allow us to implement specific supports for our students who do not transition to the next grade, within the best of our ability. It will also allow us to report much more accurately about how our students are doing in terms of educational progress and about how we are able to support them.

2.1. Enhance Aboriginal students' sense of belonging**2.2 Increase the knowledge of and respect for Aboriginal culture and history for all students.**

We have continued with a number of initiatives to meet these goals:

1. Our "Case Management" approach ensures we review each student's progress after each report card. Supports are reviewed based on student need and are implemented for the following term. Ab. Ed. staff strive to make contact with students on a regular basis as part of this support.
2. WOW trips promote awareness of study options at Post Secondary Institutions. During the 2012-13 and 2013-14 school years we have taken student groups to:
 - The Justice Institute
 - Emily Carr University of Art and Design
 - Simon Fraser University
 - B.C.I.T.
 - Kwantlen Polytechnic University
 - Post Secondary Study / Career Fair hosted at Maple Ridge Secondary School
 - University College of the Fraser Valley
 - Douglas College (New Westminster Branch)
 - Electronic Arts (Computer Gaming and Graphic Design)

At each school we visit, we introduce students to staff in the Aboriginal Services office so they can learn about services and programs available to support post secondary studies.

During the 2014-15 school year we plan to survey student interests and offer trips based on these. We are finding student interest in WOW trips is beginning to decline when we offer them yearly. Offering some tours every second year, as well as using student interest surveys to help us establish priority WOW trips will hopefully increase the rate of participation. We are also planning to introduce students to existing trades and technology programs in SD42. Many students are unaware of these offerings so we will put more effort into making students more aware of these options.



Post-Secondary
Career/
Study Fair at
Maple Ridge
Secondary



WOW trip
to Kwantlen
Polytechnic
University

3. Student Leadership Program

During the 2012-13 school year we participated in the Aboriginal Youth Leadership Conference at Newlands Golf and Country Club in Langley. We reflected on this conference and felt students were becoming "bored". As well, we acknowledged we were not planning any leadership follow-up with our students. We felt we could create our own Leadership program that promoted the development of leadership skills throughout the year with both secondary and elementary students.

During the 2013-14 school year we did not attend the Aboriginal Youth Leadership Conference in Langley. Instead, we began to develop our own Leadership program. Two facilitators from the "Me to We Aboriginal Leadership" program taught 20 students for one day. They discussed various styles of leadership, discussed how different styles can work together, completed a personal leadership style inventory, and began a conversation about what our own Aboriginal Student Leadership program might look like.

We have planned to offer a series of leadership afternoons throughout the 2014-15 school year. We will begin with students in grades 10 - 12 and will continue learning about leadership skills. From here we will determine ways to include students in grades 7 - 9. Our leadership program will be developed with input from all staff, elders from Katzie First Nation and Kwantlen First Nation, representatives from the Golden Ears Metis Society, and our secondary students.



Day 1 in an exciting long-term plan to develop student leadership skills.

4. Aboriginal Achievement Awards

Each year we host our annual Aboriginal Achievement Awards, providing a chance for community and family members to gather and honor the accomplishments of many of our students. The following table shows the number of people who have participated in these events since they began in School District 42.

Year	Approx. # of students	Approx. total attendance
2007-08	97	400
2008-09	97	540
2009-10	110	600
2010-11	100	560
2011-12	103	550
2012-13	100	600
2013-14	146	450

4. Aboriginal Achievement Awards continued

For the 2012-13 school year we held our annual Aboriginal Achievement Awards at Thomas Haney Secondary School, complete with a sit-down dinner. We had speakers representing Katzie and Kwantlen First Nations, the Golden Ears Metis Society, and SD 42. As well, students were honored by drummers from both Katzie and Kwantlen First Nation. This was a well attended, and well received event!

For the 2013-14 school year, we moved our awards to the Maple Ridge ACT. Instead of a sit-down dinner, we provided catered appetizers. Speakers represented Katzie and Kwantlen First Nation, the Golden Ears Metis Society, and SD 42, and drummers from Katzie and Kwantlen First Nation honored our students. Our grade 12 students made scarves to wear at this event, and our Metis grade 12's also received sashes from the Golden Ears Metis Society. We took advantage of the stage, sound system, and lighting at the ACT and provided some high quality entertainment (Pow Wow and Metis dancers). The feedback we received about the changes for this year's event was very positive and we plan to host our Achievement Awards at the ACT for the 2014-15 school year.



The 2013 - 14
Aboriginal
Achievement
Awards at the ACT
in Maple Ridge



5. Grade 6 IGNITE Camps

In 2012-13 we held our 6th IGNITE Camp with approximately 45 students attending from various elementary schools in SD42. During the 2013-14 school year we hosted our 7th IGNITE Camp with approximately 43 students attending. For both years we altered the format of our camps from what was previously done:

- in previous years we held our camp over 5 consecutive days which was effective; however, this took students away from their schools for too long a period of time and proved to be too tiring for our staff. As well, our staff were removed from their schools for an entire week and many students missed the connection with them. For the last two years we held our camp over two days in the Fall, one day in the Winter, and two days in the Spring. This has proven to be more enjoyable and effective for both staff and students, and is a format we will continue during the 2014-15 school year.
- When IGNITE was originally developed the focus was on technology. This was in part due to a grant provided by IBM, and in part because technology was not as readily used in schools and was still new for many students. For the last two IGNITE camps we have expanded the theme of "creating excitement in learning" to include subjects such as:
 - Inuit games
 - Metis jigging workshops
 - drumming and singing workshops
 - OWLS and their habitats
 - the Planetarium STARLAB
 - leadership games and team building
 - David Bouchard storytelling day
 - science demonstrations and "make and take" sessions
 - guided drawing sessions and storytelling
 - archery
 - Slahal workshops
 - robotics
 - building birdhouses
 - secondary school tours
 - storytelling and publishing using iPads
 - electronic circuits
 - engineering challenge activities

Feedback from our IGNITE camps has been extremely positive with students enjoying their learning and the formation of new friendships.



Students learn about Owls and Archery!



6. Cultural Mentor/Workshops Presentations

We have continued to offer a series of cultural programs to interested teachers in our schools. Many of these are offered free of charge, and some carry a nominal cost for supplies. A copy of our 2013-14 cultural brochure is included in Appendix F on page 72.

7. Large-Scale Cultural Projects

During the 2012-13 school year we finished carving several of the totem pole projects that had been started in schools. Ceremonies were held in a variety of elementary and secondary schools to honor these poles once they were raised. During the 2013-14 school year we finished carving the last pole, and the honoring ceremony for this will take place in the Fall of 2014. These projects were strong unifying projects with Aboriginal and non-Aboriginal students participating in carving. Each pole has been raised in a prominent location in the school as part of a ceremony involving students, staff, and guests from the community.

During the 2013-14 school year a variety of projects were undertaken in schools, led mainly by our Aboriginal Support Workers. Some schools completed button blankets while others completed painted murals in various locations in the school.



Totem Pole Ceremony at Albion Elementary School



Totem Pole Ceremony at Alouette Elementary School



Carving Project in First Nations 12 Class at Pitt Meadows Secondary School

8. National Aboriginal Day

In addition to school-based activities the Aboriginal Education Department has participated in community-based celebrations for National Aboriginal Day. In June of 2013 and 2014 the Fraser River All Nations Aboriginal Society hosted events in conjunction with the Saturday Haney Farmers' Markets held at the Memorial Peace Park in downtown Maple Ridge. We have sponsored a booth providing activities for children such as painting and beading, and have provided information about our department to families who are not aware of our services.

Painting Station at
National Aboriginal Day



Student Mentor Carving Program at Edith
McDermott Elementary

9. Peer Mentor Programs

During the 2013-14 school year we established one peer mentorship program where students from one secondary school came to a feeder elementary school to work with students who were transitioning to grade 8 this coming year. Visits alternated, with the elementary students attending the secondary school one week and the secondary students attending the elementary school the next week. In older/younger student pairs, carving projects were completed, fitness circuits were done, and tours of the school were carried out. Our staff were very pleased with the results of this program and plan to expand it into several schools during the 2014-15 school year.

Appendices

I have included several documents for reference, as follows:

1. Appendix A Case Management Model Flow Chart
2. Appendix B Memorandum of Agreement 2006
3. Appendix C Aboriginal Enhancement Agreement, 2010 - 2015
4. Appendix D Aboriginal Education insert for District Achievement Contract, May 2014
5. Appendix E Presentation to the Board of Trustees (reflection on the 2013-14 school year and directions / priorities for 2014-15)

Appendix A

Case Management Model Flowchart

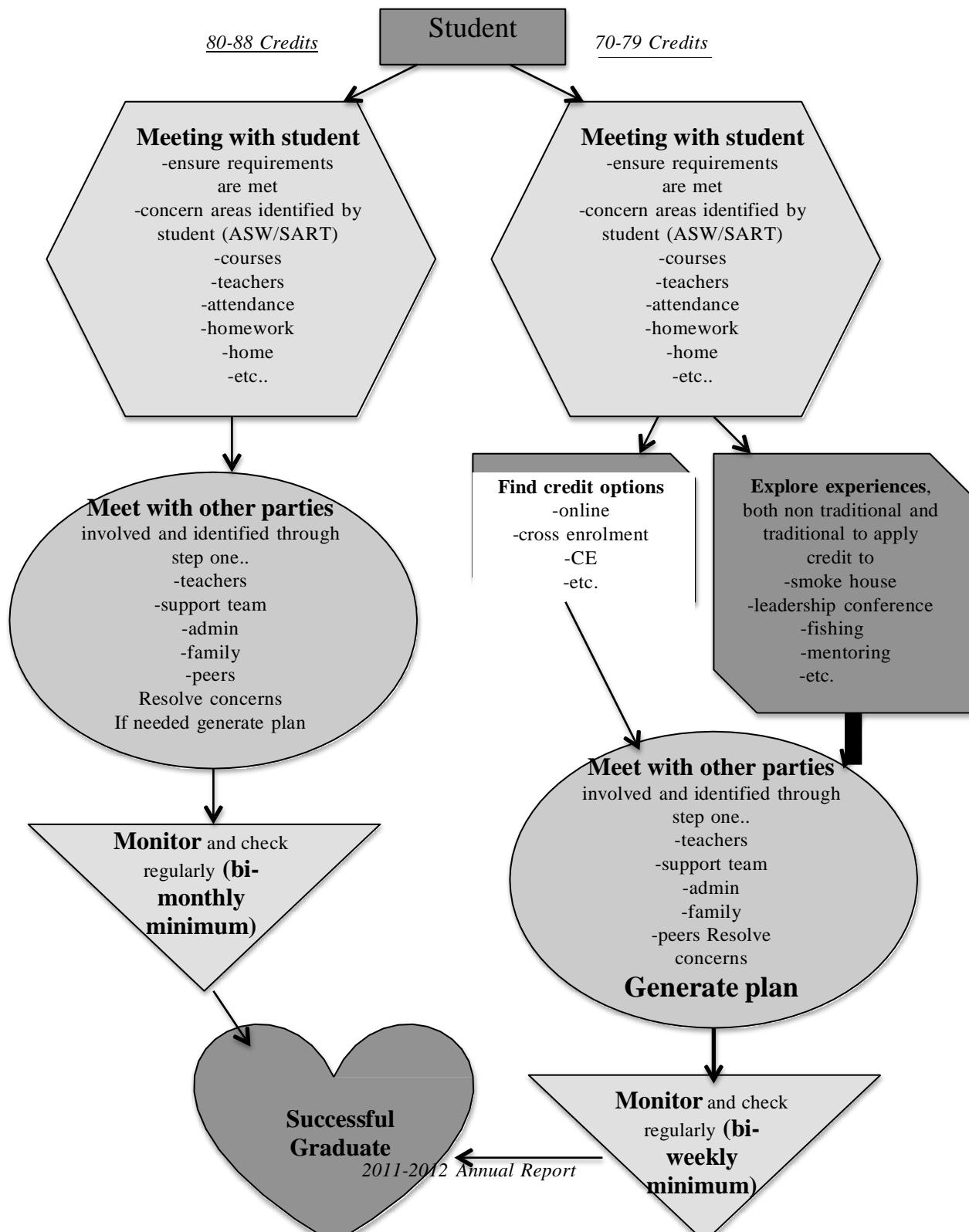
(Secondary)



School District No. 42 Maple Ridge - Pitt Meadows
Aboriginal Education
 22225 Brown Avenue, Maple Ridge, B.C. V2X 8N6
 Phone: (604) 466-6265 Fax: (604) 466-6265



Case Managing At Secondary
(Potential 2012 Grads)



Appendix B
Memorandum of Agreement
(2006)

Memorandum of Agreement

Maple Ridge Education Enhancement Agreement: Framework

Between

School District No. 42 (Maple Ridge – Pitt Meadows)

and

Aboriginal Education Advisory Committee

and

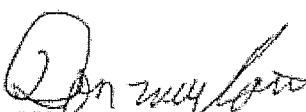
Ministry of Education

January 25, 2006

We, the undersigned, in recognition of our shared responsibility to improve the quality of education of Aboriginal students in School District No. 42 (Maple Ridge – Pitt Meadows), agree that the terms of the attached *Maple Ridge/Pitt Meadows Aboriginal Enhancement Agreement: Framework* form the basis of Aboriginal Education funding for programs and services of District No. 42 for the period of July 1, 2005 to June 30, 2010

enfstez
School District #42

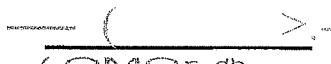

Chair, Board of School
Trustees, School District #42


Secretary-Treasurer
School District #42


Chief, Katzie First Nation


Chief, Kwantlen First Nation


Metis/Off-Reserve Rep.


TOMOR dh
Enhancement Branch


Jim H. Gullifor
Chair, Ab. Ed. Advisory
Committee

Maple Ridge/Pitt Meadows Aboriginal Education Enhancement Agreement

FRAMEWORK

1. Preamble

The school year 2005-2006 marks the initial year of our second 5 year agreement. The Aboriginal Education Advisory Committee includes representation from School District #42 (Maple Ridge/Pitt Meadows), Katzie and Kwantlen First Nations as well as the off-reserve First Nations Community and the Metis Community. The collective responsibility for promoting the success of all Aboriginal students attending school in School District #42 is acknowledged through this advisory committee.

2. Purpose

The purpose of this agreement is to enhance the education of Aboriginal learners in order to facilitate academic excellence at all grade levels. To this end, we will continue to:

- *promote the importance of cultural education in increasing the academic and social success of Aboriginal students;
- *meet the needs of Aboriginal learners by maintaining and expanding academic programs as necessary while providing the resources (e.g. transportation) for success.
- *continue to build relationships in our schools that are welcoming and supportive of Aboriginal children and their families.

3. Principles

The performance areas selected for enhancement are those where there is assurance that the data can be:

- *tracked with integrity;
- *tracked over time; and
- *effectively used to implement intervention.

The data for assessing the targets will be reported in the School District #42 *Annual Report on Aboriginal Students*.

4. Performance Goals

The Committee has identified improvement in numeracy and literacy from kindergarten to Grade 12 as the major goal for aboriginal learners. In the initial year, an improvement target will be set. In subsequent years, the improvement target will be based on the previous year's results.

Yearly improvement in student achievement is expected in:

***Primary Literacy**

based on the District Early Literacy Program from Kindergarten to Grade 3 levels.

***Elementary Literacy**

District Reading and Writing Evaluations for Grades 3 and 6 based on a revised format.

***Foundation Skills in Reading and Writing**

based on the FSA results from the Provincial Government for Grades 4 and 7.

***Elementary Numeracy**

based on the FSA results from the Provincial Government for Grades 4 and 7.

***Secondary Literacy**

based on the District Reading Comprehension and Writing results at the Grade 8 level.

***English and Communication Courses**

at Grades 10 and 12 based on the participation and success rates of the Provincial Examinations.

***Mathematics and Science Courses**

at Grade 10 based on the participation and success rates of the Provincial Examinations and local school results.

***Increased Graduation**

based on Dogwood completion rates.

***Increased Retention**

based on grade-to-grade transitions.

5. Stable Indicators of Performance Goals

Primary Literacy - The District Early Literacy Program (Grades Kindergarten to Grade 3) will provide additional assessment and intervention. Progress will be tracked annually. We expect 90% of the students to meet expectations.

Elementary Literacy - Our revised Grades 3 and 6 Reading/Writing Assessment Program will be reported annually. The District will strive to ensure that 90% of the students will meet expectations.

Foundation Skills in Reading, Writing and Numeracy - The District will track the proportion of students meeting grade level expectations on Foundation Skills Assessment (FSA). We will strive to maintain the high levels of achievement in Grade 4 writing and numeracy, and in Grade 7 reading and writing. District focus will be on Grade 4 reading and Grade 7 numeracy in order to have 85% of students meeting expectations.

Secondary Literacy - The District will introduce an assessment of Grade 8 students in Reading Comprehension (DART) and Writing and report results annually. Targets will be set based on the data collected in the initial year.

Participation and Success Rates - in English 10 and 12 and Communications 12. The success rate is the percentage of students enrolled on September 30 who pass the Provincial Exam. In English 10 and Communications 12, the results of the initial year will form the baseline for future enhanced targets. In English 12, the target is to increase the participation rate by 10% over the course of the agreement.

Participation and Success Rates - in Science 10 and Mathematics 10. The District will track the percentage of students enrolled on September 30th who pass the final exam and compare these results with local school marks. In the initial year, the results will form the baseline for future improvement targets.

Increased Graduation - data provided by the Ministry of Education will be used. The rate is an estimate of the percentage of first time Grade 8 students who receive a Dogwood Diploma within 6 years. District will strive to maintain the high level of success and work to increase the graduation rates by 10% by the end of the agreement.

Retention Rates - will be based on the number of students in Grade 8 and the cohort will be charted throughout the grades until that group is eligible to graduate. In the initial year, we anticipate a 4% improvement rate in most grades.

Appendix C
Aboriginal Enhancement Agreement
(2010 - 2015)



School District No. 42
Maple Ridge - Pitt Meadows



ABORIGINAL ENHANCEMENT AGREEMENT

Between

School District No. 42 (Maple Ridge - Pitt Meadows)

and

the Aboriginal Education Advisory Committee

and

the British Columbia Ministry of Education

Wednesday, March 3rd, 2010

We, the undersigned, recognize and honour our shared responsibility for the success of all Aboriginal students in School District No. 42. We agree that the terms of the attached *School District No. 42 Enhancement Agreement* signify our collective commitment to work together in a relationship of mutual respect and strength of purpose that will result in positive outcomes for all Aboriginal learners in our District.

This agreement is in effect for the period July 1, 2010 to June 30, 2015.

Chief, Katzie First Nation

Chief, Kwantlen First Nation

Aboriginal Community Representative

Metis Community Representative

Aboriginal Student Representative

Chair, Board of Education

Superintendent of Schools

Secretary-Treasurer

Ministry of Education Representative

Chair, Aboriginal Advisory Committee

PREAMBLE

School District No. 42 lies within the traditional territory of the Katzie First Nation and the Kwantlen First Nation. The school district serves all Aboriginal students within the communities of Maple Ridge and Pitt Meadows. School District No. 42 (Maple Ridge - Pitt Meadows) was the third district in British Columbia to sign an Enhancement Agreement between the District, the Aboriginal Education Advisory Committee and the Ministry of Education in 2000. The second agreement was signed on January 25th, 2006 to be in effect from July 1st, 2005 to June 30th, 2010. The 2010 school year will mark the beginning of the third Enhancement Agreement.

This agreement is the result of ongoing engagement by members of the Aboriginal community and School District No. 42 since the second year of the second Enhancement Agreement via regular advisory meetings, band meetings, staff meetings, and district meetings along with extensive personal and electronic communication. Over this period of time the Aboriginal student population in District No. 42 has increased each year as has representation on the Aboriginal Advisory Committee to include Aboriginal students, more Aboriginal parents, and Aboriginal community agencies and networks.

PURPOSE

The purposes of this agreement are to:

- ¾ facilitate excellence and the success of all Aboriginal learners at all grade levels.
- ¾ promote the importance of cultural education in order to increase the academic and social success of Aboriginal students.
- ¾ meet the needs of Aboriginal learners by maintaining and expanding meaningful academic, trades and cultural programs where possible while providing the resources for success.
- ¾ continue to build relationships in our schools that are welcoming and supportive of Aboriginal children, their families and the Aboriginal community.

PRINCIPLES

The partners to this agreement will:

- ¾ support students who are of First Nations, Metis Nation and Inuit ancestry.
- ¾ cultivate a learning community where Aboriginal students experience safety, respect and a positive sense of belonging.
- ¾ utilize the goals, and the objectives identified specific to each goal, to provide the direction needed to improve the success of Aboriginal students.
- ¾ engage in collaborative decision making involving matters that involve Aboriginal education in the School District
- ¾ increase the knowledge of and respect for Aboriginal culture, language and history among all students, SD. No. 42 staff and the Maple Ridge – Pitt Meadows community.
- ¾ continue to review the targets and initiatives of the Aboriginal Enhancement Agreement to ensure it is a living, evolving guide for Aboriginal student success.

ABORIGINAL EDUCATION ADVISORY COMMITTEE MEMBERS

Katzie First Nation	Kwantlen First Nation
Aboriginal Community Parents/Guardians	Metis Community Parents/Guardians
Aboriginal Students	Anishnaabe Place
Aboriginal MCFD Circle 3	Board of Education, District No. 42
Aboriginal Education, Dist. No. 42	Administration, District No. 42

ABORIGINAL EDUCATION ADVISORY COMMITTEE TERMS OF REFERENCE

The Aboriginal Education Advisory Committee includes representation from School District #42 (Maple Ridge/Pitt Meadows), Katzie and Kwantlen First Nations as well as the off-reserve First Nations Community and the Metis Community. The collective responsibility for promoting the success of all Aboriginal students attending school in School District #42 is acknowledged through this advisory committee. The Aboriginal Education Advisory Committee will meet three (3) times each school year: in the fall (October), winter (February) and spring (May). Additional meetings between members of the advisory committee may be arranged throughout the year for discussion, consultation and to address issues as they arise. The mandate of the Aboriginal Education Advisory Committee is:

- ¾ to provide a forum for an open, honest exchange of information and perspectives.
- ¾ to make recommendations which will assist the School District in better meeting the needs of Aboriginal learners.
- ¾ to counsel the School District in matters pertaining to Aboriginal culture.
- ¾ to serve as resource people within the committees and among the district personnel they represent.
- ¾ to review and recommend revision to the targets and performance indicators of the Enhancement Agreement on an annual basis.

GOALS AND OBJECTIVES

<i>GOAL 1:</i>	<i>TO IMPROVE ABORIGINAL STUDENTS' SUCCESS IN SCHOOL DISTRICT NO. 42</i>
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- Objective 1.1 Literacy: Improve reading and writing skills at all grade levels.
- Objective 1.2: Numeracy: Improve numeracy skills at all grade levels.
- Objective 1.3: Increase Grade to Grade Transition Rates.
- Objective 1.4: Increase Graduation and Successful School Completion Rates.

<i>GOAL 2:</i>	<i>TO IMPROVE ABORIGINAL STUDENTS' SENSE OF BELONGING IN SCHOOL DISTRICT NO. 42</i>
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- Objective 2.1: Enhance Aboriginal students' sense of belonging.
- Objective 2.2: Increase the knowledge of and respect for aboriginal culture and history for all students.

EVIDENCE AND TARGETS FOR SUCCESS

- ¾ The evidence used will be where there is confidence that the information/data can be tracked with integrity, tracked over time and used to effectively implement appropriate interventions.
- ¾ The targets for Aboriginal students will be consistent with the targets for all students in School District No. 42.
- ¾ The Aboriginal Enhancement Agreement Goals will be considered in all School District No. 42 educational planning processes.

GOAL 1: *TO IMPROVE ABORIGINAL STUDENTS' SUCCESS
IN SCHOOL DISTRICT NO. 42*

Objective	Evidence	Target
1.1: Literacy: Improve reading and writing skills at all levels	Grade 1 to 3 Literacy District Assessment(s) Grade 4 to 7 Literacy District Assessment(s) Grade 8 to 12 Literacy District Assessment(s)	S.D. No. 42 Target and improve 2% per year
1.2: Numeracy: Improve numeracy skills at all levels.	Grade 1 to 3 Numeracy District Assessment(s) Grade 4 to 7 Numeracy District Assessment(s) Grade 8 to 12 Numeracy District Assessment(s)	S.D. No. 42 Target and improve 2% per year
1.3: Increase Grade to Grade Transition Rates.	Grade-to-grade transition rates	S.D. No. 42 Target and improve 2% per year
1.4: Increase Graduation and/or Successful School Completion Rates.	Dogwood Adult Dogwood School Completion Certificate Graduation Equivalency Diploma Trades program completion Pre-apprentice completion	S.D. No. 42 Target and improve 2% per year

GOAL 2: *TO IMPROVE ABORIGINAL STUDENTS' SENSE OF BELONGING
IN SCHOOL DISTRICT NO. 42*

Objective	Evidence	Target
2.1: Enhance Aboriginal students' sense of belonging.	Attendance at school Transition rates (Objective 1.3) Graduation rates (Objective 1.4) Satisfaction survey results	S.D. No. 42 Target and improve 2% per year TBA
2.2: Increase the knowledge of and respect for Aboriginal culture and history for all students.	Enrolment in English First Peoples' 10, 11 and 12 Enrolment in First Nations 12 Aboriginal and Non-Aboriginal student participation in cultural events Aboriginal cultural presentations in schools	Improve 2%/year Improve 2%/year Improve 2%/year Improve 2%/year

Note: The target of a 2% improvement each year is intended to mean a 2% improvement over the previous year regardless of whether the previous year had an improvement of greater or less than 2%.

Appendix A***Initiatives to Support Goal Number One of the Enhancement Agreement***

GOAL 1: TO IMPROVE ABORIGINAL STUDENTS' SUCCESS IN SCHOOL DISTRICT NO. 42		
Objective	Grade(s)	Initiative
1.1 - Literacy Improve reading and writing at all grade levels.	K - 2	ART direct early literacy intervention
	K - 7	ART with ASW coordinated support ASW individual and small group support
	4 - 5	'My Story' program
	4 & 7	Xa:ytem field trips - sharing Aboriginal culture
	6	Aboriginal IGNITE Academy
	8 - 12	ASW individual and small group support
	K - 12	Monitor attendance and academic performance
	K - 12	ART and ASW collaboration with teachers, librarians and support staff
1.2 - Numeracy: Improve numeracy skills at all grade levels.	K - 2	ART direct early intervention
	K - 7	ART with ASW coordinated support ASW individual and small group support
	8 - 12	ASW individual and small group support
	K - 12	ART and ASW collaboration with teachers, librarians and support staff
	K - 12	Monitor attendance and academic performance
1.3 - Increase Grade to Grade Transition Rates.	K - 7	ART with ASW coordinated support ASW individual and small group support
	8 - 12	ASW individual and small group support
	6 - 12	SASW support through KKIS
	K - 12	AYW support
	7	Grade 7 Transition recognition – Eagle feather
	10 - 12	Aboriginal Career Fair
	K - 12	Peer mentoring
	K - 12	Monitor attendance and academic performance
1.4 - Increase Graduation and Successful School Completion Rates	K - 12	ART with ASW coordinated support ASW individual and small group support
	6 - 12	SASW support through KKIS
	K - 12	AYW support
	10 - 12	Aboriginal Career Fair
	8 - 12	Annual Aboriginal Achievement Awards
	K - 12	Peer mentoring
	K - 12	Monitor attendance and academic performance

Appendix B***Initiatives to Support Goal Number Two of the Enhancement Agreement***

GOAL 2:	TO IMPROVE ABORIGINAL STUDENTS' SENSE OF BELONGING IN SCHOOL DISTRICT NO. 42	
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Objective	Grade(s)	Initiative
2.1 - Enhance Aboriginal students' sense of belonging.	K - 12	ART, ASW, ACW, AYW, SASW support and communication with aboriginal families
	K - 12	ASW cultural activities and workshops
	K - 12	Fall, Winter and Spring newsletters
	K - 12	Annual District Community Carving Project
	4 - 5	'My Story' program
	4 & 7	Xa:ytem field trips - sharing Aboriginal culture
	4 - 12	ACW after school Aboriginal Art workshops
	K - 12	ACW cultural workshops, presentations and special projects
	6	Aboriginal IGNITE Academy
	7	Aboriginal Future Leaders Workshop
	7	Grade 7 Transition recognition – Eagle feather
	8 - 12	Aboriginal Youth Leadership Conference
	K - 12	Peer mentoring
	8 - 12	Annual Aboriginal Achievement Awards
2.2 - Increase the knowledge of and respect for aboriginal culture and history for all students.	K - 12	ART, ASW, ACW, AYW, SASW contact and communication with aboriginal and non-aboriginal families and school district staff
	K - 12	ASW cultural activities and workshops i.e. bannock making, weaving, carving, etc.
	K - 12	Annual District Community Carving Project
	4 - 5	'My Story' program
	4 & 7	Xa:ytem field trips - sharing Aboriginal culture
	4 - 12	ACW after school Aboriginal Art workshops
	K - 12	ACW cultural workshops, presentations and special projects
	7	Aboriginal Future Leaders Workshop
	8 - 12	Aboriginal Youth Leadership Conference

Legend:

ART:	Aboriginal Resource Teacher
ASW:	Aboriginal Support Worker
ACW:	Aboriginal Cultural Worker
AYW:	Aboriginal Youth Worker
SASW:	Sr. Aboriginal Support Worker
KKIS:	Keeping Kids in School

Appendix D

Aboriginal Education Section for District Achievement Contract

(May 2014)

Supporting Student Learning Grades K - 12

Aboriginal Student Learning Improvement



Aboriginal Student Learning Improvement

What areas of focus this year?

- Attendance reviews
- Increase graduation rates
- Improve grade-to-grade transitions
- Improve K/1 at-risk students
- Goals in our 5 year Education Enhancement Agreement

Aboriginal Student Learning Improvement

What areas of focus this year? (Continued)

Enhancement Agreement Goals:

- Improve literacy for all grades (reading and writing)
- Improve numeracy for all grades
- Increase sense of belonging
- Increase grade to grade transition
- Increase graduation rates
- Increase understanding and appreciation of Aboriginal culture for all students

What have we done this year to support our goals?

- Continued to support the goals in 3rd Aboriginal Enhancement Agreement.
- Continued to improving students' sense of belonging by increasing awareness of Aboriginal history and culture.
 - Elementary Aboriginal Resource Teachers modeled lessons for classroom teachers
 - District Elementary Bookfest (gr. 5 – 7) included Aboriginal titles and a visit by an Aboriginal author.
 - Family gatherings held in some schools
 - Some schools completed large scale cultural projects

What have we done this year to support our goals? (continued)

- Continued to promote “case management model” at secondary level
 - Aboriginal Resource Teachers monitor individual student progress
 - Work with ASW’s, School Based teams, etc. to implement support plans
 - Individualized planning based on need
- Introduced Case Management model at elementary level.
- Continued work on developing a community network of cultural presenters.
- Worked with Alternate Education Dept. to deliver Outreach Education programs

What have we done this year to support our goals? (continued)

- Continued to take students to visit post secondary institutions to develop a stronger vision of post-secondary education (e.g. Douglas College, UCFV, S.F.U, Emily Carr). These have been called WOW trips.
- Continued with our IGNITE Camp to connect Aboriginal grade 6 students with a variety of subject areas and leadership opportunities.
- Continued to work with other school district services to develop coordinated, streamlined efficient use of resources.
- Delivered a dedicated PALS program for Katzie Band.

What have we done this year to support our goals? (continued)

- Aboriginal cultural worker delivered a variety of cultural activities to schools
- Invited families and community to attend the 7th annual Aboriginal achievement awards where secondary students are recognized for their accomplishments.
- Established an Aboriginal Leadership program at Secondary Level. Completed 1 day of training.
- Began conversations for our next Enhancement Agreement in June 2015. Held “outreach” Advisory meetings in the community with parents and students (e.g. Katzie, Kwantlen, GEMS, schools)



Gr. 6 IGNITE team building



PALS at Katzie Band Office



Making Bannock at Westview Secondary School



Our First Aboriginal Student Leadership Day



First Nations 12 Student Artwork



Secondary/Elementary Mentorship



Environmental School Cultural Presentation

What data did we use to monitor the impact of our actions?

- Aboriginal self identification
- Staff feedback about our Case Management approach to supporting students (Secondary)
- Student and staff feedback gathered from participants in WOW and Ignite programs
- Six year completion data (in-house tracking)
- Percentage of Aboriginal students eligible to graduate compared to general student population.
- Staff feedback on various cultural activities conducted in schools and classrooms

What did we learn?

- Aboriginal self-identification continued to increase

Year	Aboriginal Population
2006 - 2007 (Sept.)	935
2007 - 2008 (Sept.)	955
2008 - 2009 (Sept.)	988
2009 - 2010 (Sept.)	1015
2010 - 2011 (Sept.)	1009
2010 - 2011 (Feb.)	1050
2011 - 2012 (Feb.)	1090
2012 - 2013 (Feb.)	1139
2013 - 2014 (Feb)	1175

What did we learn? (continued)

SD 42 Six Year Completion Rate (%)

Year	Resident Students	Aboriginal Students
2005/06	78	61
2006/07	81	63
2007/08	82	64
2008/09	84	59
2009/10	84	63
2010/11	89	62
2011/12	85	67
2012-13	92	74

What did we learn? (continued)

- Aboriginal students have the same success rate as all students once they reach grade 12.

SD 42 % Eligible to Graduate

Year	All Students	Aboriginal Students
2005/06	94	91
2006/07	93	95
2007/08	95	92
2008/09	94	93
2009/10	96	94
2010/11	93	94
2011/12	94	91
2012/13	96	90

What did we learn? (continued)

- Grad rates have remained fairly constant. We are getting this information earlier now through our own tracking in June.
- Grade 11 and 12 students were somewhat engaged in WOW trips. Specialty schools such as Emily Carr and Entertainment Arts (computer gaming and animation) showed strong interest. We toured S.D. 42 trades and technical programs and will plan to introduce interested students to these programs next year.
- Some staff frustration with current staffing model. Prolonged staff absence uncovered “holes” in our service model. Led to frustration as details were lost, and teamwork was not as strong. Some schools did not receive consistent service.

What did we learn? (continued)

- Our 6 year completion rate continued to increase from 67% in 2011/12 to 74% in 2012/13.
- Case management structure at secondary continued to allow for a close relationship with students and provided a more accurate understanding of what support students required to be successful. This model allowed us to respond early to student needs and to do more to ensure success. It also allowed us to maintain strong working relationships with school administration, teachers, and support teams.

What did we learn? (continued)

- Attendance “flags” were, in general, explained by reasonable causes. In all cases school teams were aware of situations and were working with families to improve the situation. The Aboriginal Education assisted when requested by schools.
- Approx. 600 people attended the Aboriginal Achievement Awards. We tried a new venue and format, and were at capacity attendance
- Schools are not all aware of how our department is supposed to work with existing school support teams.
- Ab. Ed. staff have differing views of how our Department should be supporting students

What are we going to do next based on what we have learned?

- Continue to review attendance data, and to communicate any “flags” to our staff and school administration to make sure all situations are addressed, or accounted for.
- Continue to work on ways to connect families and students to schools.
- Increase collaboration between Aboriginal Education, Alternate Education, and Support Services (eg. We will work with teachers in the ELL department, who will assess some students and provide some program supports to Ab. Ed. and school support staff).
- Continue to develop our WOW program for gr. 11–12 students. We will focus on completing student interest surveys, and to increase awareness of our own trades programs for interested students

What are we going to do next based on what we have learned? (continued)

- One person will continue to coordinate the delivery of cultural programs (Aboriginal Cultural Worker). We will work to establish a more consistent balance for Ab. Ed. Staff between cultural activities and Academic/emotional supports for students.
- Re-establish a community based Cultural Advisory Committee (focus was lost this year as a result of two elections for Katzie Band Council)
 - Identify community resource people
 - Pursue grants to fund resource people
 - Promote a more balance representation of culture from First Nations, Metis, and Inuit cultures

What are we going to do next based on what we have learned? (continued)

- Work with early learning helping teachers, school teams and other itinerant staff to develop strategic interventions based on a comprehensive review of the Kindergarten and Grade 1 “at risk” data. For a variety of reasons we did not pursue this goal during the 2013–14 school year. We will include this in our student planning in September, to be completed in collaboration with existing school support staff.
- Identify a consistent set of data to review at the elementary level
 - Behavior concerns, emotional concerns
 - Attendance data
 - Report card scales for literacy and numeracy

What are we going to do next based on what we have learned? (continued)

- Continue to develop the Case Management model for support by expanding this to elementary schools
- October: We will complete our first analysis of student transitions by tracking each individual student from 2013–14.
- Create presentations for school administrators, support teachers, school staff, and Trustees to explain the purpose of the Aboriginal Education Department
 - Enhanced services, aligned with Enhancement Agreement, yet aligned with District priorities
 - Integrate with existing school based supports

What are we going to do next based on what we have learned? (continued)

- Continue to explore alternate models for Advisory Committee meetings (community based, smaller meetings)
- Complete and sign our 4th Enhancement Agreement.
- Continue to develop and use Satisfaction surveys
 - Teachers and students for classroom cultural programs
 - Gr. 11 and 12 WOW trips
 - Gr. 6 IGNITE programs
 - Aboriginal Leadership program
 - Parent survey

What are we going to do next based on what we have learned? (continued)

- Continue to deliver our Aboriginal PALS programs in the community. Next year we will continue with one program at the Katzie Band Office and will offer one program in Central Maple Ridge.
- Continue to develop communication with parents and student through monthly newsletters and the development of Facebook and Twitter sites.
- Continue to work on strengthening relationships with Katzie First Nation, Kwantlen First Nation, and the Golden Ears Metis Society. We have developed stronger ties this year that have led to some positive collaborative discussion (e.g. Trades training survey for Katzie adults and secondary students).

Appendix E

Presentation to Board of Trustees

**Reflections on 2013-14 school year and
directions/priorities for
2014-15 school year.**

(May 2014)

Presentation to the Board of Trustees May 28th, 2014

Challenges this year

Absence - Holes in service

Staff changes

- o loss of continuity in schools with teachers
- o "Domino" job postings with ASW's.....not familiar with students or routines

District budget – bumping....stress

Too much.....**too tired**.....sometimes little details were missed

Scholarship portfolio – a large and time consuming process for Carmen to re-organize.

Primary literacy / At-risk students. Did not pursue this.

Did try to follow up. Feedback from schools indicated a lot of students were doing better this year.

- Structures already organized in schools
- Too much pullout happening etc.
- Staff changes, or absence
- Lacking expertise

Need to establish our balance: Aligned but enhanced service. A challenge

- o Different schools have different opinions of Ab Ed
- o Different schools have different levels of inclusion with Ab Ed staff
- o Different staff have different skills to offer
- o Different staff have different vision re: our reason for existing and the balance between academic and cultural; going to classrooms vs having students come to Ab. Ed. Room, etc.

Some Highlites

Connection with Katzie Chief and Council

Trades tour, follow up meeting with Chief and Council, follow up survey

Environmental school tour

Two council members came to Spring Advisory

Leadership for 21 secondary students – the start of a new vision

Enhancement Agreement discussions

- o branched into community as our Advisory meetings are not well attended
 - Katzie, Kwantlen, GEMS, schools

New AWARDS format at ACT

Case management model became more established at Secondary

- o Introduced in Elementary
 - Will expand next year

Start of new data collection for Graduation and Transition. Will be very useful once established.

Talking Stick – Was 3 times per year. Now 8 – 9 times per year.

Email Listserve for families about updates, reminders, field trips, etc..

IGNITE was great!

- very fun and strong learning
- promoted new friendships
- David Bouchard Family Night

Spoken Word (Slam Poetry)

- Bonus project
- Art Starts Grant
- Elementary and Secondary students
- A very different experience.

More frequent and smaller staff meetings promoted some good reflection and discussion

- We are aware of our challenges and are trying some new things to become stronger

Enhancement Agreement Current Goals:

- a. Improve reading skills in all grades
- b. Improve writing skills in all grades
- c. Improve numeracy in all grades
- d. Increase grade to grade transition rates
- e. Increase graduation rates
- f. Enhance sense of belonging
- g. Increase knowledge of, and respect for, Aboriginal culture and history (all students)
- Strong data sets are not used on a consistent basis
- All over the map with approaches and strategies
 - o Not a bad thing as we allow individual creativity and strengths to shine through

- Not necessarily the best thing as we become too fragmented, and some of our directions become more
- *Where is the “sweet spot” in terms of balance?*

Possibilities for Next Enhancement Agreement

1. Increased sense of belonging (for students and families)

Grade to grade transitions to help us measure this.

- Mentorship programs (elementary to secondary)
- Guest speakers from different professions for students
- WOW trips – based on student interest survey. **SD 42 programs**
- IGNITE Camps- continue with current program
- Leadership program
- Enrichment program for students who are doing well. Most supports go to assist students with challenges. We need to connect with all students
- Family events (Fall and Spring)

2. Increase grad rate and promote quality completion

Graduation is not the end goal. It is simply a step in a larger journey we prepare students to take.

Successful graduation begins in Kindergarten

- Increase Grad rate
- Sense of personal vision after secondary school, and confidence to pursue it.
 - i. – Trades and technology
 - ii. – Post Secondary academic
 - iii. – Work / travel
- Connection to cultural identity
- Resiliency and problem solving skills
- ***Includes objectives in literacy, numeracy, and general academics.***
 - Primary literacy
- Exposure to school district 42 trades programs

3. Promote cultural identity and understanding

- Students need to see something of themselves through exposure to culture
- Connect with their culture. Develop personal identity.
- Understand different cultures (all students)
- Develop a sense of pride in and understanding of one’s own culture.

- Stronger balance of cultural activities (*First Nations, Metis, Inuit*)

Yearly Growth Plans Based on Enhancement Agreement Goals

- Many districts have similar goals to ours in their Enhancement Agreement
- We have, and are proposing to continue with, comprehensive goals.
- not wise to drop current goals and pursue new (different) ones unless we see strong needs that are very different from those already identified.
- Instead, continue with these goals and refine them based on student progress (June and September) and emerging needs. Change our yearly objectives.
- Current Enhancement Agreement lists several strategies for each grade. We will propose taking these out of the new agreement and will substitute updated growth plan objectives each year.

Main Departmental Objectives Next Year (2014-15)

Back to basics (day-to-day supports for students).

Student by student assessment and support

1. Refine the District Scholarship process (not an Ab. Ed. Responsibility per se; however, this is currently part of the Aboriginal Education portfolio)
 - a. Alignment of awards booklet, district processes, and communication
 - b. Create stronger timelines and procedures for a smoother transition next time.
 - c. Refine the process and document it for smoother transition to new people
2. Expand and Improve our case management into Elementary on a more formal level
 - a. Review Secondary AND Elementary after term 1 and 2 report cards
 - b. Review how the Ab. Ed. Staff work with School-based support staff to meet student needs, including primary literacy / at risk measures.
3. Complete our first formal report on grade-to-grade transition
 - a. List of 2014-15 students in each grade
 - b. Compare with list of 2013-14
 - c. Story for each student who is no longer with us and identify areas of concern.
4. Sign our 4th Enhancement Agreement
 - a. Process for input has taken place this year and will continue
 - b. Goals have been refined based on feedback from staff and parents

5. Improve communication
 - a. Talking Stick in place. Increase readership
 - b. Facebook and Twitter to be developed
 - c. Change Advisory Meeting process – satellite meetings?
 - d. Continue to reach out to Katzie and Kwantlen F.N. and G.E.M.S.
6. Continue with our AWARDS ceremony
7. Continue with special programs
 - a. Grade 6 IGNITE to continue
 - b. Grade 7 IGNITE day to change – more culturally relevant
 - c. Change WOW programs
 - i. Student surveys to determine special interests
 - ii. Career or post-secondary fair attendance?
 - iii. Continue with Emily Carr and Justice Institute?
 - iv. Promote School District 42 Trades and Technical programs
 - d. Develop student leadership program
 - i. Include cultural teachings, leadership skills, inquiry project?
8. More consistency with our roles
 - a. Culture vs. academics/emotional supports
 - b. More consistent roles among teachers and ASW's
9. Increase Department profile in SD 42
 - a. Present to principals, Trustees, Sr. Team, Support teachers, and possibly school staff
 - i. Who we are
 - ii. What we do
 - iii. Aligned yet enhanced service
 - iv. How we hope to work with school teams
 - v. Our funding and the way our budget works

Appendix F

Aboriginal Education Cultural Workshops

2014-15

Aboriginal Education Workshops Oct. - Dec. 2013

Kindergarten and Grade 1

Spoons - Students will listen to the Métis story Call of the Fiddle, learn some basic spoon playing technique from Les Boucheron and practice along to traditional fiddle music. (**No charge; 1 hour**)

Northwest Coast Animals – The presenter will share a story with the students and talk about the significance of animals to Aboriginal people in our area including a comparison of animals in their natural state and in Northwest Coast art form and complete a stamping activity. (**No charge, 1 hour**)

Grades 2 and 3

Cedar – The presenter will read a story about cedar and talk about the importance and uses of this important resource as well as share some samples of items that cedar can be used for. Students will then learn a basic weaving technique that is used in weaving cedar baskets. (**No charge, 1 hour**)

River of Salmon – Students will hear a story about the life cycle of the salmon and learn of the importance of salmon to Aboriginal people. They will then paint or colour their own salmon. If there is time the presenter will also share a traditional story about salmon. (**Paper – no charge, 1 hour. Wood - \$20.00, 11/2 hours**)

Cranberries: – After hearing the story Nanabosho and the Cranberries students will discuss plant foods that are native to the area and participate in a cranberry planting activity. (**\$20.00, 1 to 11/2 hours**) **This activity will only be done in the spring semester.**

Grades 4 and 5

Trading Game - This activity will help students to understand the economic system of the Aboriginal people who lived along the Fraser River. Dependent on one another, they traded to meet their basic needs. Also covered will be different types of canoes and the locations of fishing villages.
(No charge, 1 to 11/2 hours)

Regalia: Through story, video clips and pictures students will learn the meaning of the term regalia and its importance to Aboriginal peoples. The making of a mini button blanket doll rounds out this activity. (**\$20.00, 2 hours**)

Aboriginal Education Workshops Oct. - Dec. 2013

Baked Bannock – Students will learn the history of bannock. They will then prepare and bake their own bannock. Use of a kitchen and stove(s) is required for this presentation. A couple of additional adults would be appreciated. **Please confirm if there are any food allergies or sensitivities in your classroom. Eggs are an ingredient in this recipe. (\$20 per class – 3 hours – morning session only)**

Grades 6 and 7

Salish Weaving - Students will learn the history of Salish weaving, watch a short video on the dying process and using a basic twining technique create their own small weaving. (**\$20.00, 1 whole day or 2 half-day sessions**)

Fabric Art – Utilizing a variety of Aboriginal themed die cut designs and acrylic paint students will create a personalized bag. (**\$30.00, 2 hours**)

Residential Schools

For intermediate and high school teachers we are happy to recommend reading and resources for your students.

For primary and lower intermediate I am able to come in and share an age appropriate story with your students.

At any level I am also available to come in and work on a reconciliation project with your students. There is no cost. The activity would take an hour to an hour and a half.



**Aboriginal Education
Cultural Workshops 2013/14
with Kathleen Williamson**



**TO BOOK PLEASE CONTACT KATHLEEN AT:
kwilliamson@sd42.ca or
Telephone 604-463-9257**

**(Please use individual request forms for each workshop)
Not available Thursday afternoons & Fridays**