



NA'TSA'MAHT ENHANCEMENT AGREEMENT PENÁWEN MOON REVIEW



CONTENTS

Four Posts of the SD62 Longhouse.....	3
Data Considerations.....	4
Enhancement Agreement Timeline 2023-24.....	5
One Mind Goal	10-18
Objective 1: Maintain implementation of Equity of Action at the school & district level	
Objective 2: Indigenous students achieve a Dogwood Diploma within six years	
Objective 3: Ministry of Education recognizes Indigenous cultural learning experiences as credits towards Indigenous students' Dogwood Diploma	
Objective 4: Respond to the diverse learning needs of each Indigenous student	
Objective 5: Provide Indigenous students opportunities to explore pathways to employment through engagement with schools, community and partner groups	
Objective 6: Promote SD62 employment opportunities for Indigenous graduates	
One Spirit Goal.....	19-28
Objective 1: Maintain annual implementation of Equity In Action at the school and district level	
Objective 2: Enhance Indigenous culture reflected in schools, classrooms, and land-based learning environments leading to Indigenous students feeling welcome in schools	
Objective 3: Increase knowledge of First Nations, Métis and Inuit languages	
Objective 4: Increase knowledge and appreciation of First Nations, Métis and Inuit histories and contemporary practices	
Objective 5: Provide learning opportunities for all SD62 employees including Indigenous ways of knowing and being, pathways to truth and reconciliation, anti-racism and culturally responsive trauma informed practices	
Objective 6: Promote SD62 employment opportunities for Indigenous graduates	
Looking Ahead.....	27



Sooke School District acknowledges the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuuchahnulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation. We recognize these territories, the First Nations people and thank them for allowing us to live, work and play this beautiful land.

BACKGROUND



[LINK TO
NA'TSA'MAHT
ENHANCEMENT
AGREEMENT](#)

NA'TSA'MAHT is a five-year working agreement developed by our school district, all local Indigenous communities and partners, and the Ministry of Education. The goal of the agreement is to maintain and enhance our collective ownership in order to improve the success of Indigenous students, create safe, welcoming and inclusive learning environments, and provide learning opportunities based on the First Peoples Principles of Learning for all students, staff, and communities.



Signing Celebration of the
NA'TSA'MAHT
Enhancement Agreement,
September 2022
Pacheedaht First Nation



CURRENT ROLE OF THE NA'TSA'MAHT EDUCATION COUNCIL (N.E.C.) IN THE 2023-24 SCHOOL YEAR

It is the role and responsibility of the **NA'TSA'MAHT Education Council (N.E.C.)** of School District No. 62 (Sooke) to review annually and make recommendations as needed to the NA'TSA'MAHT Enhancement Agreement.

The report was reviewed by the NA'TSA'MAHT Education Council First Nation Co-Chair on February 27, 2024, at T'Sou-ke First Nation.



The NA'TSA'MAHT Education Council provided input on January 31, 2024 and February 28, 2024, including a motion to accept the report on February 28, 2024, at the Hulitan Bighouse.


Pacheedaht First Nation


Se'lanew First Nation


Chief Gordon Planes,
T'Sou-ke First Nation


Métils Nation of Greater Victoria


Ravi Parmar,
Sooke School District Board of Education


Sooke School District

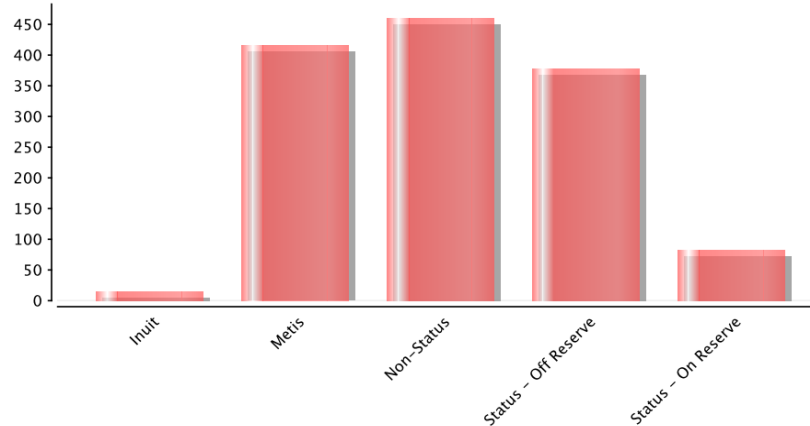
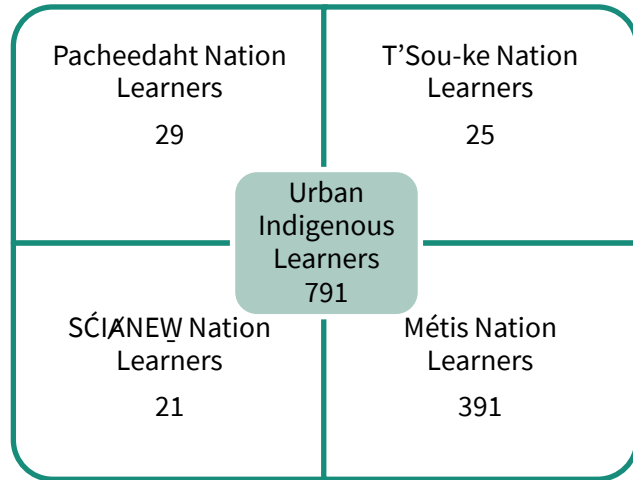
2023-24 SD62 FOUR POSTS of the LONGHOUSE

Who are SD62's Indigenous Learners?

SD62 House of Learning or "Lellum"

Indigenous Students in SD62

2023-24 School Year



Aboriginal Ancestry	Number	Percent
Inuit	15	1.11%
Métis	415	30.74%
Non-Status	460	34.07%
Status - Off Reserve	378	28.00%
Status - On Reserve	82	6.07%
Totals	1350	100.00%

PURPOSE OF PENÁWEN MOON REVIEW

- To review the year-end progress of the One Mind and One Spirit Goals with more complete data
- To highlight available evidence and actions for the year as the School District strives to address the objectives and intended outcomes of the agreement

A quote when considering the data,

“To close the gaps means to achieve education outcomes for (Indigenous) students that are the same outcomes for non-Indigenous students. This language does not imply any failure by Indigenous student, but rather, a failure of the education system to meet their needs.” Audit of Education of Aboriginal Students in the Public School System (2015)

The Ministry of Education and Child Care “How Are We Doing Report?” for the 2022/23 school year

[HERE IS THE LINK](#)

[Student Success Dashboard](#) has SD62 data available for all students.

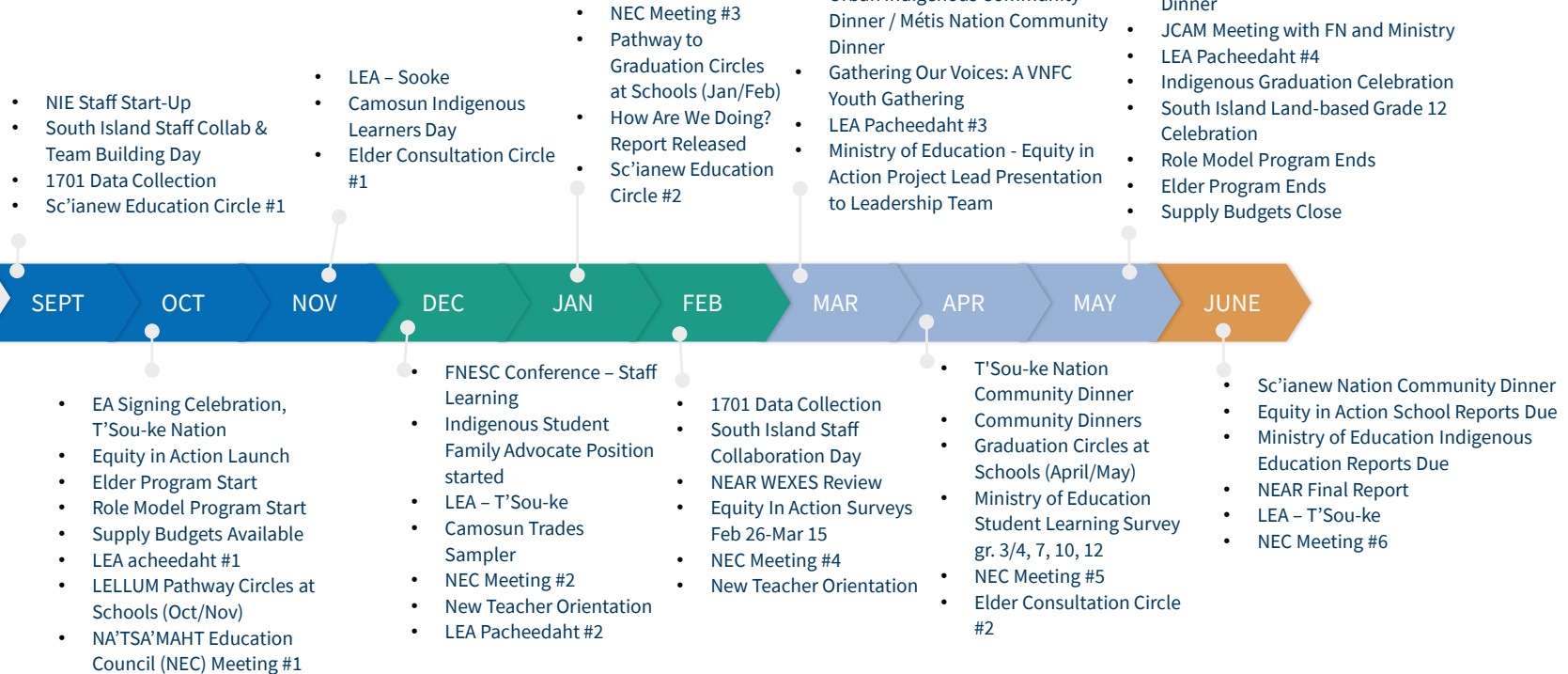


Where do Indigenous students come from in School District #62?

NAT'SA'MAHT ENHANCEMENT AGREEMENT 2023-24 Timeline



Indigenous community partners at the School Board Office for renaming of rooms (Russ Chipps, Scianew; Jo-Ina Young, Métis; Tracy Charlie, Pacheedaht; Rick Peter, Sc'ianew; Shirley Alphonse, T'Sou-ke; Amanda Hamilton, Pacheedaht)



ONE SPIRIT

To build understanding of Indigenous histories, cultures, and ways of knowing and being, for the purpose of creating safe, welcoming and inclusive learning environments K to 12

HIGHLIGHTS FROM THE 2022-23 SCHOOL YEAR:

- **Student Learning Survey(SLS) - Safety:** in grade 10 **15% fewer** Indigenous students 'feel safe at school most or all of the time' compared to non-Indigenous peers
- **SLS Engagement/Sense of Belonging:** **27-62%** of gr 4, 7, 10 & 12 Indigenous students noted they 'like school most of the time' Grade 10 is an area for attention.\
- **SENĆOŦEN** naming of elementary school **SCĪANEW_STELITKEL**.
- **6 NIE Community Dinners** done in collaboration with Local First Nations, urban-Indigenous partners, SD62 Departments & Schools were a **success** in 2022-23 and have been planned again for 2023-24
- **NIE Graduation Recognition Celebration** at Royal Bay Secondary received **positive feedback** & will return to RBS in 2023-24
- **NIE Grade 12 Land-based Day** at Camp Thunderbird was **enjoyed** by attendees; will expand to include grade 12s from SD61 & SD63 in 2023-24
- Sc'ianew Nation hosted **2** days of **land-based learning** to feeder schools in spring of 2023
- **SLS 31-64%** of gr 4, 7, 10 & 12 Indigenous & non-Indigenous students noted they are '**being taught about Indigenous Peoples in Canada**' demonstrating the need to develop Professional Standard 9 & local resources

HAPPENINGS FOR THIS 2023-24 SCHOOL YEAR:

- New this year, **District Equity in Action Report** from Schools, Department and District Office – **see booklet**
- **111** Indigenous families responded to the **Equity in Action Family Survey:** **71%** said "Yes" that school staff are respectful and inclusive of Indigenous learners, families and communities (new category of data)
- **Local Indigenous Languages** are more visible in schools via entrance & classroom displays, newsletters, announcements, school signs and outdoor areas; 13 schools have EIA Indigenous Language & Naming goals
- NIE received **11 Culture & Language Consultation** requests submissions since September. Consultations were reviewed at 2 Elder's Consultation Circles in November and April. This will continue next year alongside the Indigenous Education Council (IEC)
- Eagle Ridge Secondary renamed to **QELEŦSEN Á, LEN** in Dec 2024;
- T'Sou-ke Nation Sooke Kindergarten SENĆOŦEN Program continues
- **4 NIE Community Dinners** in collaboration with Local First Nations, urban-Indigenous partners, to celebrate Indigenous students and community. Over 1000 guests participated; of those, **44%** of families who signed up identified as First Nations, **44%** as non-Indigenous, **12%** Metis families
- Sc'ianew Nation Ocean Resources expanded to host **3** days of land-based learning to feeder schools, the team were blanketed in an honouring ceremony
- NIE department offered cultural learning: drummaking, drum painting, singing and drumming, and Ribbon Skirts/Shirts to NIE department staff, and tour of the Oil Spill Response Boat at Beecher Bay for the Year-End Gathering
- STA & CUPE offered Indigenous learning opportunities on the various Pro-D days
- Curriculum Transformation Department developed 1st Draft of Core Competencies with Input from Local Elders, project to be continued next year
- Indigenous Focused courses increased numbers of blocks offered in 2023-24 school year including first time offering of Contemporary Indigenous Studies

Objective 1:

Maintain implementation of Equity of Action at the school & district level

DATA

- Each school has an *Equity in Action* team to implement goals connected to the Learner Profile pillar
- BCTEA Transportation Grants for **76** on-reserve/First Nation learners living in their home community, for To/From school and Extracurricular activities

ACTIONS – 2023/24 school year

- Schools had access to **6.0** Teacher On-Call release days to support implementation of *Equity in Action* goal(s)
- Human Resources: Application to BC Human Rights Tribunal **in progress** – consultation with stakeholder groups
- Entire SD62 Leadership engaged in Drum Making workshop at T’Sou-ke Nation (August Leadership Meeting)
- Each Leadership Meeting began with drumming led by an SD62 Elder or Role Model
- Received Bakau Report (DEI) for consideration & next steps
- District Principal of Indigenous Education participated in provincial networks and the Indigenous Leaders Series facilitated by the BC Superintendents of Schools Association in 2022-23 and 2023-24 school year
- SD62 Student and Family Equity in Action Student Surveys completed in Spring
- 4 Indigenous Community Dinner Events with each First Nation + Urban & Metis
- Curriculum Transformation Department engaged with Equity in Action



SD62 Leadership Team at T’Sou-ke Nation
August Leadership Meeting 2023



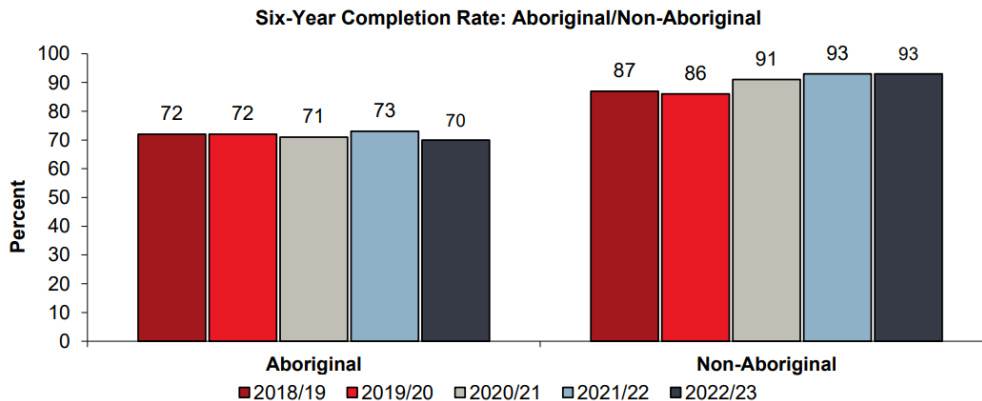
Joe Heslip, Equity In Action Lead
speaking to Leadership Team
April 2024



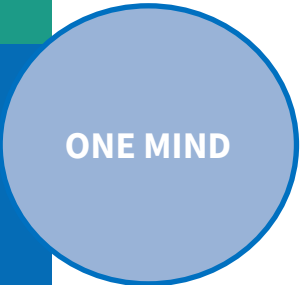
Objective 2:

Indigenous students achieve a Dogwood Diploma within six years

DATA from 2022-23



The six-year completion rate is the percent of Grade 8 students who graduate, with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood"), within six years from the first time they enroll in Grade 8, adjusted for migration in and out of B.C.



School Year	Aboriginal			23% Difference	Non-Aboriginal		
	All Students %	Female %	Male %		All Students %	Female %	Male %
2018/19	72	79	67		87	89	85
2019/20	72	71	74		86	87	85
2020/21	71	80	61		91	92	90
2021/22	73	69	77		93	93	93
2022/23	70	71	69		93	94	92

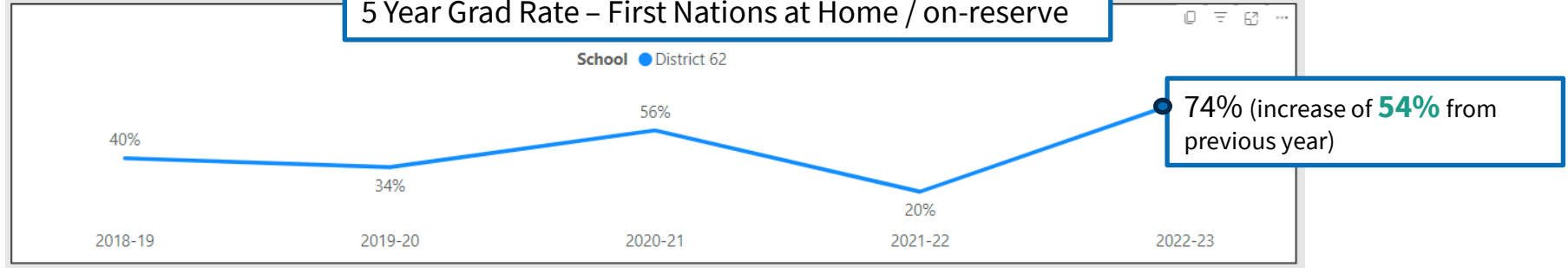
+/- 3% difference in Grad Rate over 5 years

23% difference between Indigenous & non-Indigenous

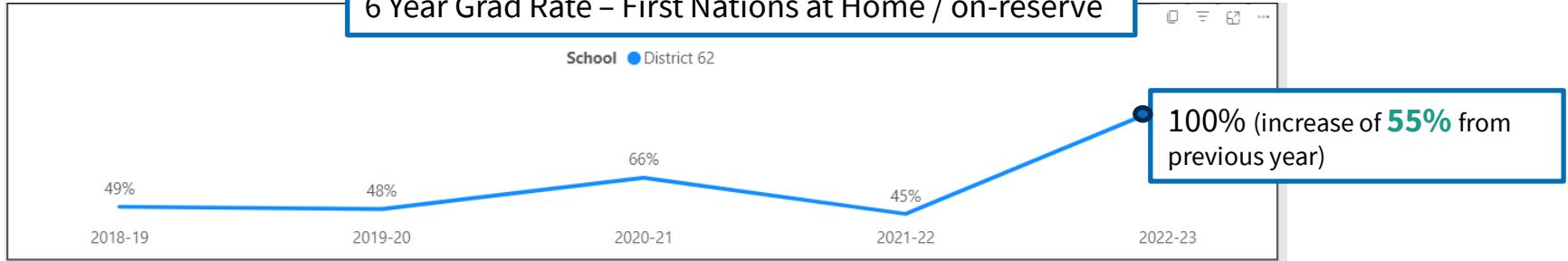
Objective 2 (continued)

Indigenous students achieve a Dogwood Diploma within six years

5 Year Grad Rate – First Nations at Home / on-reserve



6 Year Grad Rate – First Nations at Home / on-reserve



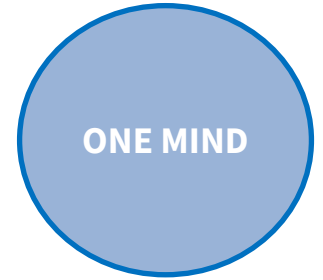
Objective 2:

Indigenous students achieve a Dogwood Diploma within six years

ACTIONS – 2023-24 School Year

- NA'TSA'MAHT Indigenous Education PVP facilitating 'Pathway to Graduation' Circles focusing on each Indigenous learner's Attendance, Academics, Engagement & Wellness.
- Local Education Agreement (LEA) Meetings with T'Sou-ke Nation, Pacheedaht Nation and respective LEA schools
- NA'TSA'MAHT Student & Family Advocate added to NIE department
- NA'TSA'MAHT Education Teachers staffed at each Middle & Secondary School – focus on academics
- NA'TSA'MAHT Program Assistants – focus on in-class academic support and Culture/language.
- NA'TSA'MAHT Department utilizing Online Program to honour services provided by the department.
- NA'TSA'MAHT PVP working with school-based PVP to carefully track Grade 12 Indigenous Learners to support successful graduation.

Stage at the May 2023
NA'TSA'MAHT Indigenous
Graduation Celebration, Royal
Bay Secondary School



RBSS Indigenous
valedictorian, Tanisha Spiller,
at the NA'TSA'MAHT
Graduation Celebration
(right) with Jon Carr, District
Principal (left) at Royal Bay
Secondary School, May 2023

Objective 3:

Ministry of Education recognizes Indigenous cultural learning experiences as credits towards Indigenous students' Dogwood Diploma

DATA

- Some student absenteeism from participation in cultural practices
- Individual instances where teachers have included cultural experience towards coursework
- Ministry of Education has not provided direction yet
- 2022-23 Cultural Whale Puppet Project in Pacheedaht towards credit for classwork

ACTIONS – 2023-24 School Year

- Gathered information from schools regarding who is/may be away for cultural reasons
- Have discussed possible ways of how to support continuity of learning and connections to school while honouring time away from school for cultural practices
- Upper-level District conversations as to how Indigenous students who participate in cultural learning experiences might receive credits towards Dogwood Diploma through the Ministry of Education
- Initiate the co-creation of Locally Developed Courses with Local First Nations when there is interest from the First Nations
- Supported schools to honour cultural projects in community for graduation credits

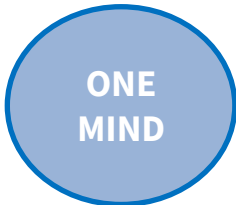


Whale Puppet Cultural Project,
Pacheedaht First Nation, Spring 2023

ONE MIND

Objective 4:

Respond to the diverse learning needs of each Indigenous student



DATA

Alternate Programs 2022-23:

- **85** Indigenous compared to **119** non-Indigenous students in Alternate Programs
- **42%** of students in alternate are of Indigenous Ancestry (HAWD Report p. 7)

Career Programs 2023-24 (This Year) includes: Dual Credit, Work Experience, TASK, Youth Work In Trades, Train in Trades

- **93** Indigenous students enrolled at the Secondary level

Blended Learning Grade 6-8 Programs 2023-24 (This Year)

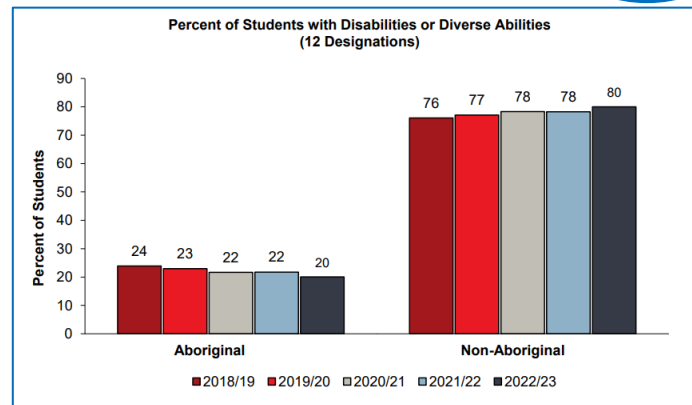
- **7 out of 41** students are Indigenous (17%)

Online Learning HUB Programs 2023-24 (This Year)

- **165 out of 1151 courses or 14% of Online HUB Courses** taken by Indigenous students enrolled at the Secondary level, including **5** Pacheedaht Nation students who participate in a flexible schedule at EMCS & in-community at Port Renfrew Elementary – Distance Learning Classroom run by Pacheedaht First Nation

Diverse Abilities & Disabilities 2022-23

- Of students with Disabilities or Diverse Abilities (12 Categories) **20%** are of Indigenous Ancestry (HAWD Report p. 8) **24% in 2018/19, lower by 4% over 5 years (see chart)**



ACTIONS – 2023-24 School Year

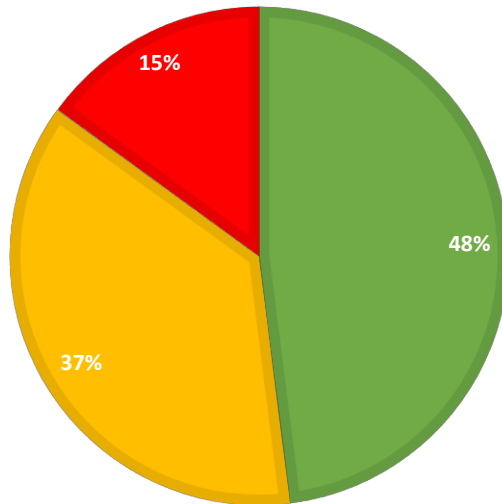
- Analysis of *Equity in Action* Student and Family Survey Results
- Establishing SD62 *Jordan's Principle* Best Practices
- Promote available Indigenous Student Scholarships & support application process
- Created Indigenous Education Department staffing plan to reflect student demographics & needs for 2024-25 school year
- Consulted with First Nations on District Budget Priorities & Focuses for District Strategic Plan

Objective 4 Continued

Respond to the diverse learning needs of each Indigenous student

PATHWAYS TO GRADUATION - SPRING STATUS

■ Green ■ Yellow ■ Red



DATA

- ‘*Pathway to Graduation*’ Circle Meetings honour each Indigenous student gifts & needs
- Distinct School *Equity in Action* Goals focus on the Learner Profile

Winter/Fall data:

- **49%** of those students are “**on track**” to graduation
- **10%** of those students required an “**action**” from the school team

Spring data:

- **48%** of those students are “**on track**” to graduation
- **15%** of those students required an “**action**” from the school team

Changes since the Winter Pathways Meetings

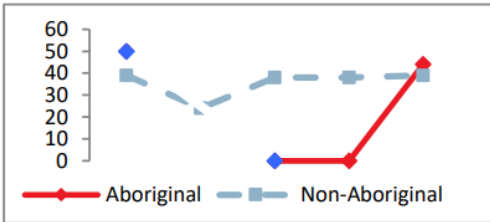
- **18** schools have more "Green" students in the Spring
- **15** schools also have more "Red" students

Objective 5:

Provide Indigenous students opportunities to explore pathways to employment through engagement with schools, community and partner groups

DATA

Are you satisfied that school is preparing you for post-secondary education?



School Year	Indigenous			Non-Indigenous		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	26	13	50	217	85	39
2019/20	Msk	Msk	Msk	115	28	24
2020/21	28	Msk	Msk	311	117	38
2021/22	28	Msk	Msk	282	108	38
2022/23	27	12	44	238	94	39

44% of Indigenous Grade 12s feel that school is preparing them for post-secondary education all of the time or many times

ACTIONS 2023-24 School Year

- Ongoing relationship building with Posts-secondary partner groups
- Camosun Trades Sampler via Aboriginal Service Plan – Nov. 15, 2023
- Human Resource Department attended NA'TSA'MAHT Family Gatherings and promoted School District Job Opportunities
- NA'TSA'MAHT Education Teachers supported student scholarship application packages

ONE MIND

Objective 6:

Promote SD62 employment opportunities for Indigenous graduates

DATA

- We know some SD62 Indigenous graduates are currently working in SD62 yet do not have data on staff ancestry
- No data source for employment opportunities yet
- No mechanism in place to track demographic information
- HR is looking into this to support this aspect of the agreement.

ACTIONS – 2023-24 School Year

- Still in Progress: in 2022-23, NA'TSA'MAHT EDUCATION COUNCIL, consulted on application to BC Human Rights Tribunal for Equitable Hiring of Marginalized groups
- Human Resource Department attended NA'TSA'MAHT Family Gatherings and promoted School District Job Opportunities
- Human Resources is committed to engaging with communities and partners through our presence at events such as the T'Sou-ke Career Fair, NIE dinners, and other initiatives.

ONE MIND



SD62 Human Resources Team at the T'Sou-ke Nation Career Fair, Spring 2023

Objective 1:

Maintain annual implementation of Equity In Action at the school & district level

OUTCOME: Schools complete an annual Equity In Action Report

OUTCOME: District Departments & Executive participate in District Equity in Action Committee

ONE
SPIRIT

DATA

School EIA:

- set goals to better understand **Learning Profile Pillar** by reviewing the school's Lellum, utilizing the Pathway to Graduation Perspective Framework, answering Ministry of Education's Learning Profile Questions, and exploring the How Are We Doing Report and more
- working to increase **sense of belonging an identify** of Indigenous students by honouring specific seasonal celebrations & annual events, initiating projects through the Elder Consultation Framework, engaging students in the Learning Environment Survey (Feb 26th – Mar 15th), facilitating book clubs, professional learning and more
- **2023 June EIA Report Themes :**
 - 19 schools Indigenous Art Mural, Logo Redesign & Commission goals
 - 13 schools Indigenous Language & Naming goals
 - 19 schools Indigenous Planting & Gardens goals
 - 24 schools Indigenous School Wide Events goals

District EIA:

- No District Equity in Action Committee
- EIA Department initiatives include:
 - Human Resources – Equitable Hiring;
 - Inclusive Education – Jordan's Principle Working Group;
 - ELL: Multicultural Night;
 - Pathways & Choice – Career Opportunities;
 - Transportation – Responding to individual student needs;
 - Curriculum Transformation - Authentic Resources;
 - Facilities – new build considerations

ACTIONS – 2023-24 School Year

- 6.0 release days provided to schools to work on Equity in Action initiatives
- Reviewed *Equity in Action Student Survey & Equity in Action Parent Survey* with schools
- Schools & departments completed an *Equity in Action Year-End Report*

Objective 2:

Enhance Indigenous culture reflected in schools, classrooms, and land-based learning environments leading to Indigenous students feeling welcome in schools

OUTCOME: Indigenous students feel welcome at school

OUTCOME: Students engage in First Peoples Principles of Learning activities in the classroom & in the natural environment

2022-23 STUDENT LEARNING SURVEY RESULTS % of Responses 'All of the time/ many times'	Grade	Ind %	Non-Ind %	HAWD Page	Notices & Wondering
Do you like school?	4	62%	64%	p.49	2% difference; highest of % across grade 4, 7, 10 & 12
	7	47%	47%	p. 51	0%; less than 50% of students like school
	10	27%	44%	p. 53	17% difference from non-Indigenous peers; 20% drop from grade 7 ACTIONS NECESSARY
	12	46%	48%	p. 54	2% difference; like grade 7, less than 50% of students like school
Feel safe at school?	4	77%	79%	p. 50	2% difference
	7	69%	76%	p. 52	8% difference; over 30% of Ind students do not feel safe @ school
	10	67%	82%	p. 54	15% difference from non-Indigenous peers
	12	89%	84%	p. 56	*5% difference with higher percentage of Indigenous youth feeling safe at school in grade 12



Filming Elder Lavina Charles language video Spring 2023 in Sc'ianew Beecher Bay First Nation



4 Posts Indigenous & SD62 Representatives at the Networks of Inquiry and Indigenous Education May 2023 to learn about cultural curriculum initiatives

Objective 2:

Enhance Indigenous culture reflected in schools, classrooms, and land-based learning environments leading to Indigenous students feeling welcome in schools

OUTCOME: Indigenous students feel welcome at school

OUTCOME: Students engage in First Peoples Principles of Learning activities in the classroom & in the natural environment

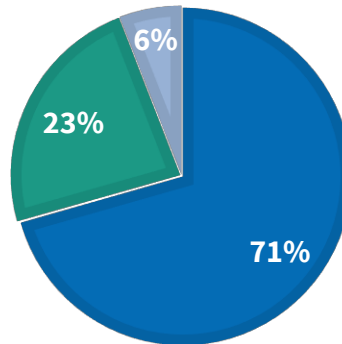
Equity in Action Family Survey Question: Do you believe that school staff are respectful and inclusive of Indigenous learners, families and communities?

Equity in Action Family Spring 2024 Survey Results*

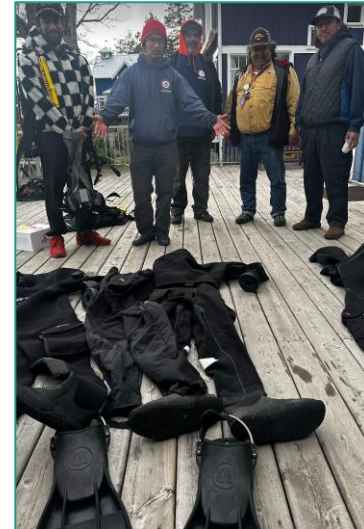
111 families who identify as being of Indigenous ancestry completed the Family Survey out of 1140 total respondents

*new this year: results from Indigenous families were extracted

■ Yes ■ Somewhat ■ No



Sc'ianew Nation Ocean Resources Land-based Learning
November 2023



Objective 2 Continued:

Enhance Indigenous culture reflected in schools, classrooms, and land-based learning environments leading to Indigenous students feeling welcome in schools

OUTCOME: Indigenous students feel welcome at school

OUTCOME: Students engage in First Peoples Principles of Learning activities in the classroom & in the natural environment

ACTIONS - 2023-24 School Year

- Renaming of Eagle Ridge Secondary to QELENSÉN Á, LEN with guidance from SENĆOŦEN language teachers and local Elders
- NIE Staff at all school sites with consistent weekly or bi-weekly schedules supporting over **1240** Indigenous students with Culture/Language & Support Programming
- Elder In-Residence Program offered at Secondary and various Middle & Elementary Schools
- **Urban Indigenous Drumming Series** at **11** School: Savory, Spencer, PEXSISEN, Centre Mountain Lellum, Ruth King, David Cameron, Belmont, Willway, Colwood, Lakewood, and Crystal View
- **Urban Indigenous Drumming Series** was expanded to **5** more schools Belmont, Willway, PEXSISEN, Lakewood & Colwood
- NIE Resource House on Engage
- NIE District Weekly & NIE PVP Monthly Memo

ACTIONS – 2023-24 School Year

- Continued developing Elder Legacy Video Series with Nations
- 4 NA'TSA'MAHT Community Dinners – featuring culture from each Nation, including student performances
- Schools accessed an average of **87%** of targeted NIE Honouraria Budgets (average of all schools)
- Schools accessed an average of **72%** of targeted NIE Supply Budgets (average of all schools)
- Collaborative Projects with **Curriculum Transformation Department** including Tri-District Teacher Librarian Day, Authentic Math Resource focusing on oral histories, Working with Elders to understand and establish connections to Core Competencies



ONE
SPIRIT

Objective 3:

Increase knowledge of First Nations, Métis and Inuit LANGUAGES

OUTCOME: Indigenous & non-Indigenous students are being taught local First Nation Languages

ONE
SPIRIT

DATA

- EIA 2023 Family Survey Question “Where is local Indigenous Language visible in your child’s school?”
- EIA School Report - 13 schools prioritize Indigenous Language & Naming
- Renaming of Eagle Ridge Secondary to QELEŃSEN Á, LEŃ with guidance from SENĆOFEN language teachers and local Elders in December 2023
- 10 schools submitted Culture & Language Consultation requests

ACTIONS 2023-24 School Year

- Elder Culture & Language Consultation November Circle
- T’Sou-ke Nation Sooke Kindergarten SENĆOFEN Program
- Responded to requests for language with support from local Elders
- Role Model Program featuring Indigenous Language
- Bulletin boards highlighting SENĆOFEN language
- NIE District Weekly & NIE PVP Monthly Memo
- NIE Language Resources on Engage
- Kookum In-Residence teaching Michif (Métis language)
- *Equity in Action Student Survey & Equity in Action Parent Survey*
- Elders Culture & Language Consultation - April Circle
- *Equity in Action Year End School Reports* completed in June
- Continued Language & Culture Legacy Projects with Elders



Language teachers
Shirley Alphonse
and Lavina Charles
At Hans Helgesen
NA'TSA'MAHT
Dinner
June 2023

Objective 3:

Increase knowledge of First Nations, Métis and Inuit LANGUAGES

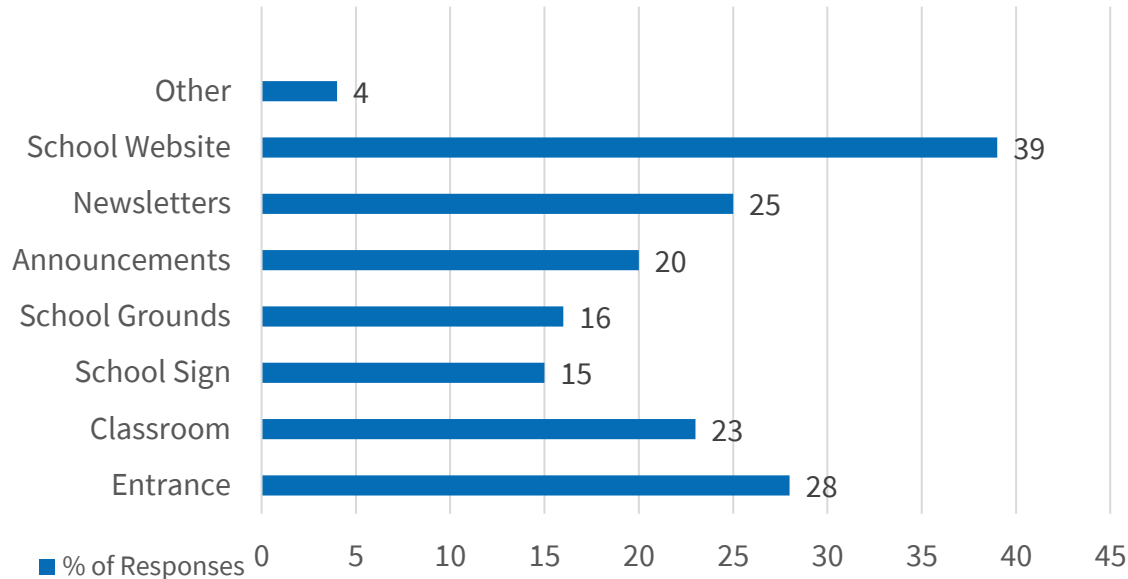
OUTCOME: Indigenous & non-Indigenous students are being taught local First Nation Languages

DATA

Equity in Action Family
Spring **2024** Survey
Results
1140 families
completed the Family
Survey

ONE
SPIRIT

Where is local Indigenous language visible in your school?



Objective 4:

Increase knowledge and appreciation of First Nations, Métis and Inuit HISTORIES and CONTEMPORARY PRACTICES

OUTCOME: Indigenous & non-Indigenous students learn about local First Nation, Métis & Inuit at school

DATA

- June EIA School Report - 24 schools prioritize Indigenous School Wide Events

2022-23 STUDENT LEARNING SURVEY RESULTS % of Responses 'All of the time or many times'	Grade	Ind %	Non-Ind %	HAWD Page	Notices & Wonderings
At school, are you being taught about Indigenous Peoples in Canada?	4	44%	42%	p. 49	2% difference with higher percentage of Indigenous youth ACTIONS NECESSARY – Prof Standard 9
	7	31%	33%	p. 51	2% difference; low percentage ACTIONS NECESSARY – Prof Standard 9 authentic resources; training
	10	41%	42%	p. 53	1% difference; low percentage ACTIONS NECESSARY – Prof Standard; authentic resources; training
	12	64%	39%	p. 55	25% difference with higher percentage of Indigenous youth noting being taught about Indigenous Peoples Could this be because they are beginning to see themselves in the curriculum? The new grad course requirement?



Drummers at the Grade 12 land-based celebration



The talented Kookum Jo-Ina, Métis Elder teaching about traditional beading

Objective 4:

Increase knowledge and appreciation of First Nations, Métis and Inuit HISTORIES and CONTEMPORARY PRACTICES

OUTCOME: Indigenous & non-Indigenous students learn about local First Nation, Métis & Inuit at school

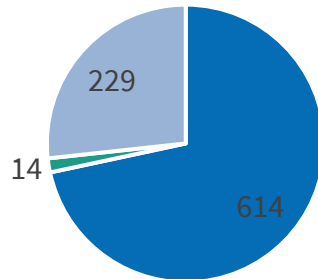
Equity in Action
Family Spring **2024**
Survey
1140 families
completed the
Family Survey



Coast Salish Art Shapes

ARE LOCAL INDIGENOUS WORLDVIEWS AND MULTICULTURAL PERSPECTIVES BEING TAUGHT IN YOUR CHILD'S SCHOOL?

Family Responses



■ Yes ■ No ■ Unsure

YES = 71%
UNSURE = 27%
NO = 2%



Elder Henry Chipps making a cedar rose in Pacheedaht, June 2023



The Red Dress (MMIW) is visible & honoured at many school sites.

Objective 4:

Increase knowledge and appreciation of First Nations, Métis and Inuit HISTORIES and CONTEMPORARY PRACTICES

OUTCOME: Indigenous & non-Indigenous students learn about local First Nation, Métis & Inuit at school

ONE
SPIRIT

ACTIONS – 2023-24 School Year

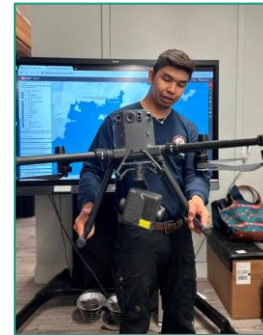
- 6.0 release days provided to schools to work on EIA initiatives
- School Based NIE Honoraria Funds for Role Model Program
- School Based Supply Funds for bulletin boards & projects
- Continuation between SD62 & SD63 to create W̱SÁNEĆ Oral Histories Legacy Video(s) with corresponding lessons
- Monthly NIE Bulletin shares resources related to Coast Salish Moon & Seasonal Celebrations & Annual Events for classroom use
- Sc'ianew Nation Ocean Resources hosted land-based learning to Hans Helgesen & Royal Bay and expanded to include Dunsmuir Middle School as the 3rd school . Ocean Resources team honoured at NIE dinner.
- Curriculum Transformation Initiatives:
 - Continuation of Local First Nation Math/Numeracy
 - Local Core Competency Resource with Local Elder Input (1st Draft Complete)
- Schools accessed an average of **87%** of targeted NIE Honouraria Budgets
- Schools accessed an average of **72%** of targeted NIE Supply Budgets



Land-based plant walk, Centre Mountain
Lellum Fall 2023



Cultural Drumming with Rick Peter at Port
Renfrew Elementary 2023



Tavian from Sc'ianew
Ocean Resources
showcasing use of Drones
to monitor oceans as part
of the Land-based learning
- April 2023



Dunsmuir Orange Shirt Walk with Chief
Chippis and Principal Mark K
September 2023

Objective 5:

Provide learning opportunities for all SD62 employees including Indigenous ways of knowing and being, pathways to truth and reconciliation, anti-racism and culturally responsive trauma informed practices

OUTCOME: Staff engage in learning opportunities that enhance their skill set to support Indigenous students & families.

DATA

- SD62 does **not** dedicate a Non-Instructional Day focused on enhancing First Nation student learning outcomes as required by the BC Tripartite Education Agreement 4.17
- Sooke Teachers Association & CUPE offer learning sessions related to Indigenous Education
- Some teachers rely heavily on the NIE Department to 'teach' Indigenous related content
- Interested NIE staff attended First Nation Education Steering Committee Conference in December
- Leadership Retreat in August included a drum making workshop lead by First Nation Role Models & hosted by T'Sou-ke Nation
- Monthly Leadership Meetings begin with a drum circle lead by an Indigenous Role Model
- Joe Heslop, Equity in Action Liaison, Ministry of Education – presented to Leadership in January

ACTIONS – 2023-24

- Local Education Agreement with T'Sou-ke Nation Signing Event
- STA Pro-D Offerings included: Goldstream Learning on the Land, Drumming Workshop & Métis Beading Workshop, Keynote address by Two-Spirited Indigenous Speakers, Coast Salish Cedar Harvesting
- CUPE offered learning with Grandma Clifton, Painting, Métis 101
- District received results from external Equity, Diversity and Inclusion Audit
- NIE department offered cultural learning: drummaking, drum painting, singing and drumming, and Ribbon Skirts/Shirts to NIE department staff, and tour of the Oil Spill Response Boat at Beecher Bay for the Year-End Gathering



ONE
SPIRIT

PROFESSIONAL STANDARD #9

Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.

Educators critically examine their own biases, attitudes, beliefs, values and practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit and Métis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community and the natural world. Educators integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments.



Photos of Land-based Learning day at Goldstream Park
Locally Based Sooke Teachers Pro-D November 2023



Objective 6:

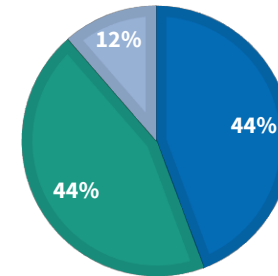
Celebrate success in SD62 schools & communities in culturally inclusive ways

OUTCOME: Success for Indigenous students is celebrated in culturally inclusive ways in partnership with Local First Nations, urban-Indigenous partners, SD62 Departments & Schools

- **4 NIE Community Dinners** were well attended & received. Celebration with students & families with traditional foods is preferred; student entertainment with drumming, jigging, sharing of Language Video, traditional foods & student displays were highlights, Elders & Role Models were blanketed.
- **44%** of families self-identified as First Nations ancestry, **44%** of families self-identified as not of Indigenous ancestry, and **12%** identified as Metis ancestry.
- **NIE Graduation Recognition Celebration** at Royal Bay Secondary received positive feedback from NIE Staff, Students, Families & Community – appreciated words from Valedictorians, personalized recognition statements about each graduate, student gifting, Métis sashing, student drumming & catered meal with opportunity to sit as families. Approximately **40** Indigenous graduates participated in the event this school year.
- **NIE Grade 12 Land-based Day** at Camp Thunderbird was enjoyed by **100** Indigenous learners from SD 61, 62, 63, 93 and the WSANEC Leadership School
- Secondary Schools inclusion of **NIE Valedictorian** in program was noted, invitations to respective representatives from local First Nations and Métis Nation of Greater Victoria as well as Elder-in-Residence to attend event were appreciated

ANCESTRY OF FAMILIES ATTENDING NA'TSA'MAHT DINNERS 2023-24

■ Non-Indigenous ■ First Nation families ■ Metis Families



ONE
SPIRIT



Metis Themed
Dinner at Poirier
Elementary
School Spring
2023



Honouring Lavina
Charles as SD62
language teacher
at Hans Helgesen
Elementary
Sc'ianew Nation
dinner June 2023



Respectfully Submitted

On behalf of the NA'TSAMAHT Education Council (N.E.C.):

Co-Chair (First Nation Community) Tara Jensen, T'Sou-ke First Nation Representative

Co-Chair (District Representative) Jon Carr, District Principal – NA'TSA'MAHT Indigenous Education Department

Marlys Denny, District Vice-Principal – NA'TSA'MAHT Indigenous Education Department

LOOKING AHEAD

Actions to date are student-centered, 4 Posts Advisory consultations utilize a distinction-based approach (FNESC), and school success for Indigenous students is a collective responsibility.

