



SCHOOL DISTRICT No. 63 (SAANICH)

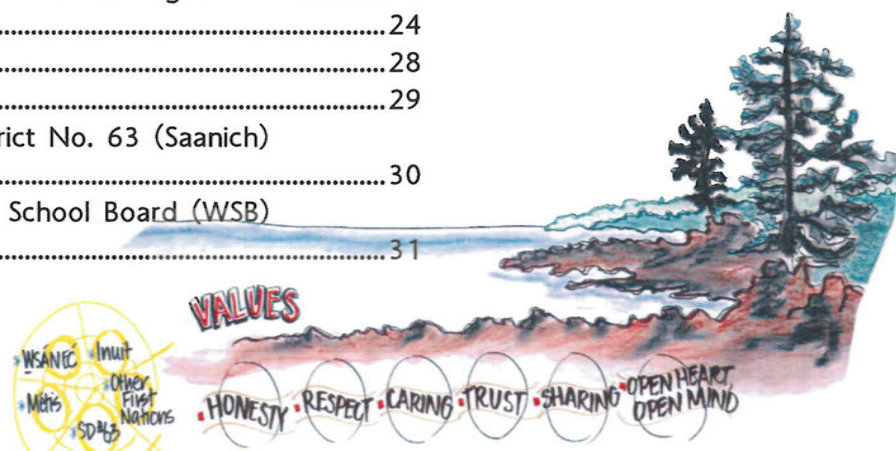
W̱SÁNEĆ, OTHER FIRST NATIONS,
MÉTIS, AND INUIT

EDUCATION ENHANCEMENT AGREEMENT

June 2013 – June 2018

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ACKNOWLEDGEMENT OF OUR PARTNERS

Since the inception of the first Education Enhancement Agreement in June of 2008, our Education Enhancement Agreement partners continue to work in support of the needs and successes of W̱SÁNEĆ, other First Nations, Métis, and Inuit learners attending Saanich Schools. We acknowledge with appreciation, the support and on-going connection provided by:

- Beacon Community Services
- Camosun College
- Métis Community Services
- Métis Nation of Greater Victoria
- NIL/TU,O Child and Family Services
- Parents and Community Members
- RCMP and other Police Agencies connected to School District No. 63 (Saanich)
- School District No. 63 (Saanich) including School-based Administration, District Executive, Saanich Teachers, Support Staff and School Trustees
- South Island Wellness Society
- Surrounded by Cedar
- University of Victoria
- Victoria Native Friendship Centre
- W̱SÁNEĆ School Board (WSB) including Administration, Support Staff, and the Board



As part of the Education Enhancement Agreement, it is important to acknowledge the longstanding relationship that exists between School District No. 63 (Saanich) and the W̱SÁNEĆ School Board¹. The relationship has evolved, over the years, through mutual respect and collaboration in support of the W̱SÁNEĆ people and also through the development and implementation of the *Local Education Agreement (LEA)* signed by both parties in 1993, and renewed in 1997 and 2002.

¹ The W̱SÁNEĆ School Board (WSB) has an agency agreement with the four local communities: BO,ŶE,ĆEN (Pacquachin), W̱JOEELP (Tsartlip), W,SIKEM (Tseycum), and S,ŶAUTW (Tsawout). The W̱SÁNEĆ School Board represents and is responsible for the education of all W̱SÁNEĆ people.

Through the Education Enhancement Agreement, School District No. 63 (Saanich) continues to recognize and honour the historical importance of the preservation of the language and culture of the W̱SÁNEĆ people. It recognizes SENĆOŦEN as the principle First Nations language of the W̱SÁNEĆ territory and continues to support programs and curricula that build deeper understandings of the W̱SÁNEĆ culture, values, and history. The four communities of the W̱SÁNEĆ people are BO,ŶE,ĆEN (Pauquachin), W̱JOŁŁP (Tsartlip), W̱,SIKEM (Tseycum), and S,ŶAUTW (Tsawout).

School District No. 63 (Saanich) looks forward to enhancing relationships with other Indigenous peoples residing in the School District. As all students study the provincial curriculum, their knowledge of the history and heritage of these diverse cultures will increase.

School District No. 63 (Saanich) is committed to providing an education for W̱SÁNEĆ and other Indigenous students in ways that enable them to retain their identity and pride in their heritage and, at the same time, gain respect for the diverse cultures represented in schools today.

The collaborative efforts among all parties involved in the development of this Education Enhancement Agreement will further our efforts to support students' learning and ensure that all students have positive experiences in school.

MEMORANDUM OF AGREEMENT

WSÁNEĆ, OTHER FIRST NATIONS, MÉTIS, AND INUIT EDUCATION ENHANCEMENT AGREEMENT School District No. 63 (Saanich)

Between
School District No. 63 (Saanich), our Communities, and the
Ministry of Education

We, the undersigned and the witnesses, acknowledge and honour the traditional WSÁNEĆ territories within which we operate. We also recognize and honour our shared responsibilities for the success of all Indigenous students in School District No. 63 (Saanich). Further, we agree that the terms of the attached Education Enhancement Agreement will signify our collective intent to work together in a relationship of mutual respect and strength of purpose that will result in positive outcomes for all Indigenous learners in our District.

Representatives of Service Agencies, Institutions and Boards were valuable partners in the creation of this Education Enhancement Agreement, and provide witness to the signing of the Agreement: Beacon Community Services, Camosun College, Métis Community Services, Métis Nation of Greater Victoria, NIL/TU,O Child and Family Services, Parent and Community Members, RCMP and other Police Agencies connected to School District No. 63 (Saanich), School District No. 63 (Saanich), South Island Wellness Society, Surrounded by Cedar, University of Victoria, Victoria Native Friendship Centre, and the WSÁNEĆ School Board.



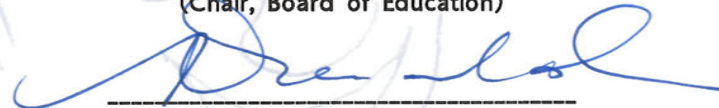
WSÁNEĆ School Board
(Chair)*



School District No. 63 (Saanich)
(Chair, Board of Education)



WSÁNEĆ School Board
(Administrator)



School District No. 63 (Saanich)
(Superintendent of Schools)



Ministry of Education

* The Chair of the WSÁNEĆ School Board is signing on behalf of the four communities of the WSÁNEĆ people: BO,KE,CEN (Pauquachin), WJOEELP (Tsartlip), W,SIKEM (Tseycum), and S,TAUTW (Tsawout). The "2008-2013 WSÁNEĆ, other First Nations, Métis, and Inuit Education Enhancement Agreement" was signed on behalf of the partner groups by the Chair and Administrator of the WSÁNEĆ School Board. The partner group representatives were witness to the signing and collectively decided that they would prefer to have a 'Designate' sign on behalf of the partner group committee.

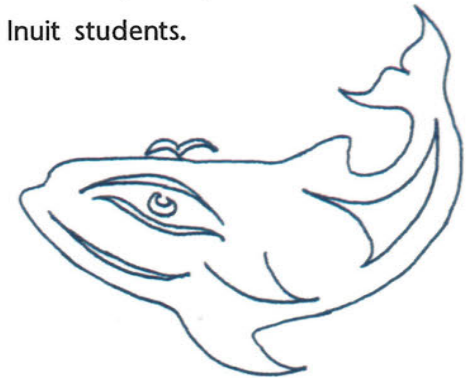
PURPOSE OF THE EDUCATION ENHANCEMENT AGREEMENT

The Education Enhancement Agreement between the WŚÁNEĆ, other First Nations, Métis, and Inuit communities in the Saanich School District and the Saanich School Board is designed to enhance the learning opportunities and successes for all Indigenous learners. This Agreement operates within the notion of respecting the rights of Indigenous learners to ensure that they receive a quality education in the public school system and a meaningful graduation that leads to future options with increased opportunities.

The intent of this Agreement is to first and foremost increase Indigenous student success (defined in Appendix V) while ensuring that a collaborative partnership between the Saanich School District and WŚÁNEĆ, other First Nations, Métis, and Inuit communities supports shared decision making and specific goal setting to meet the educational needs of all Indigenous learners. All Saanich School District employees, WŚÁNEĆ, other First Nations, Métis, and Inuit peoples, students, families, and caregivers take responsibility for the achievement of all Indigenous learners.

Additionally, this Agreement was developed to:

- Honour and support the history, culture, values, and language of the WŚÁNEĆ people upon whose traditional territory Saanich School District operates; and to honour all other Indigenous peoples.
- To foster mutual respect, trust, and cooperation amongst all students attending Saanich schools.
- To achieve a sense of belonging and positive outcomes for all WŚÁNEĆ, other First Nations, Métis, and Inuit students.
- To continuously improve achievement for WŚÁNEĆ, other First Nations, Métis, and Inuit students.



The Education Enhancement Agreement in alignment with the District Achievement Contract sets the context for:

- Ensuring academic and social success for W̱SÁNEĆ, other First Nations, Métis, and Inuit students in Saanich.
- Addressing racism as it affects W̱SÁNEĆ, other First Nations, Métis, and Inuit students in the public education system.
- Enhancing the learning environment so that all Indigenous students feel safe and respected and have a positive sense of place.
- Providing a framework and structure for respectful dialogue and decision-making regarding the education of Indigenous students.
- Orienting Saanich schools to strategies, structures and curriculum that support successful outcomes for Indigenous learners.
- Supporting flexibility and choice in determining how Indigenous students can best achieve educational success.

The W̱SÁNEĆ people have articulated the values of caring, sharing, trust, honesty and respect. The Saanich School District has articulated the values of compassion, fairness, honesty, respect, and responsibility. We all work together to provide students of Indigenous heritage with experiences that reflect their traditional values. We all share the responsibility of providing a quality education for W̱SÁNEĆ, other First Nations, Métis, and Inuit students.

BUILDING SUCCESS FOR INDIGENOUS LEARNERS

The Development of our Education Enhancement Agreement

Provincial Context

In 1999, the Ministry of Education and Education partners acknowledged that many Indigenous learners in British Columbia schools were not experiencing success in the school system. A Memorandum of Understanding was signed to demonstrate their commitment to improve Indigenous student success which stated:

"We the undersigned, acknowledge that Indigenous learners are not experiencing school success in British Columbia. We state our intention to work together within the mandates of our respective organizations to improve school success for Indigenous learners in British Columbia."



*Aboriginal Education Enhancement Branch
Artist: Chris Paul*

Memorandum signatories included:

- the Chiefs Action Committee,
- the Provincial Minister of Education,
- the Federal Minister of Indian and Northern Affairs, and
- the President of the BC Teachers' Federation.

Education Enhancement Agreements are the direct result of The Memorandum of Understanding and were implemented as a strategy to improve Indigenous student success. The first Education Enhancement Agreement in British Columbia was signed in 1999 and over the past thirteen years, 53 School Districts have signed Education Enhancement Agreements. There are currently four School Districts that have a draft Education Enhancement Agreement and three School Districts are in the planning stages. Of the 53 School Districts that have signed an Agreement, twenty have a second signed Education Enhancement Agreement and four School Districts have a third signed Agreement.

The Saanich Journey

Towards our First Education Enhancement Agreement

When School District No. 63 (Saanich) began the process of creating the Education Enhancement Agreement, the initial conversations were with the W̱SÁNEĆ School Board through the Local Education Agreement (LEA). Historically these two Boards of Education have had a strong working relationship and it was a natural first step for these two organizations to come together to begin conversations with the Ministry of Education in 2004. In the fall of 2005, the Education Enhancement Agreement Committee was expanded to include the following organizations:

- Beacon Community Services
- Camosun College
- Métis Community Services
- NIL/TU,O
- Surround by Cedar
- University of Victoria
- Victoria Native Friendship Centre

*“Transcending Time”
Reminds us of the ancient and strong
traditions of our people.*

Artist: Charles Elliott



School District No. 63 (Saanich), in collaboration with their partner groups, held a series of community input meetings throughout the District to answer the following: “What is success? What does success mean to you?” (See Appendix V “Defining Success for our Indigenous Learners”.) The committee pulled the themes from these conversations and used them to inform and drive the development of the document. In the spring of 2007, a series of community input meetings were held to share the Committee’s progress and to engage in conversations about the needs and goals of parents and local First Nations communities in order to refocus the direction and ensure the goals met the needs of Indigenous learners in Saanich schools.

Throughout the development process, there was significant debate regarding the name of the Education Enhancement Agreement, as many of the partner groups were not in favour of the title “Aboriginal Education Enhancement Agreement”. Many of our community partners were resistant to the term “Aboriginal” and were uncomfortable grouping such distinct communities and groups together under this umbrella. The committee honored and recognized the individual groups and our District Education Enhancement Agreement became the “W̱SÁNEĆ, other First Nations, Métis, and Inuit Education Enhancement Agreement.”

Through continuous dialogue and collaboration, a draft Education Enhancement Agreement was developed that went to community partners, parents, and schools for feedback and direction. In the spring of 2008, the Education Enhancement Agreement was finalized with the support of community partners, families, and schools.

On June 13, 2008, School District No. 63 (Saanich) signed their first WŚÁNEĆ, other First Nations, Métis, and Inuit Education Enhancement Agreement at the Saanich Fairgrounds on the traditional territory of the WŚÁNEĆ Peoples. (See Appendix VI.)

The WŚÁNEĆ, other First Nations, Métis, and Inuit Education Enhancement Agreement, 2008-2013

In the fall of 2008, the WŚÁNEĆ, other First Nations, Métis, and Inuit Education Enhancement Agreement was implemented District-wide in all schools. Key People were established in each school as *champions* that would support their school and colleagues in helping realize the goals of the Education Enhancement Agreement. Over the course of five years, the Key People received in-service throughout each school year to increase their understanding of the Education Enhancement Agreement and to support their school-based action plans.

The Education Enhancement Agreement logo and Traditional Territory maps are displayed in a prominent location in each of our schools to honour and acknowledge our District's commitment to the WŚÁNEĆ, other First Nations, Métis, and Inuit Education Enhancement Agreement.

The District Education Enhancement Agreement Committee, in collaboration with our community partners, compiles "Our Journey Together" annually to highlight our successes and identify areas of focus. This reflection is a collaborative process that builds on the needs of our students and voices from our communities and is submitted to the Ministry of Education annually.



Métis Infinity Symbol

Accomplishments from our first Education Enhancement Agreement

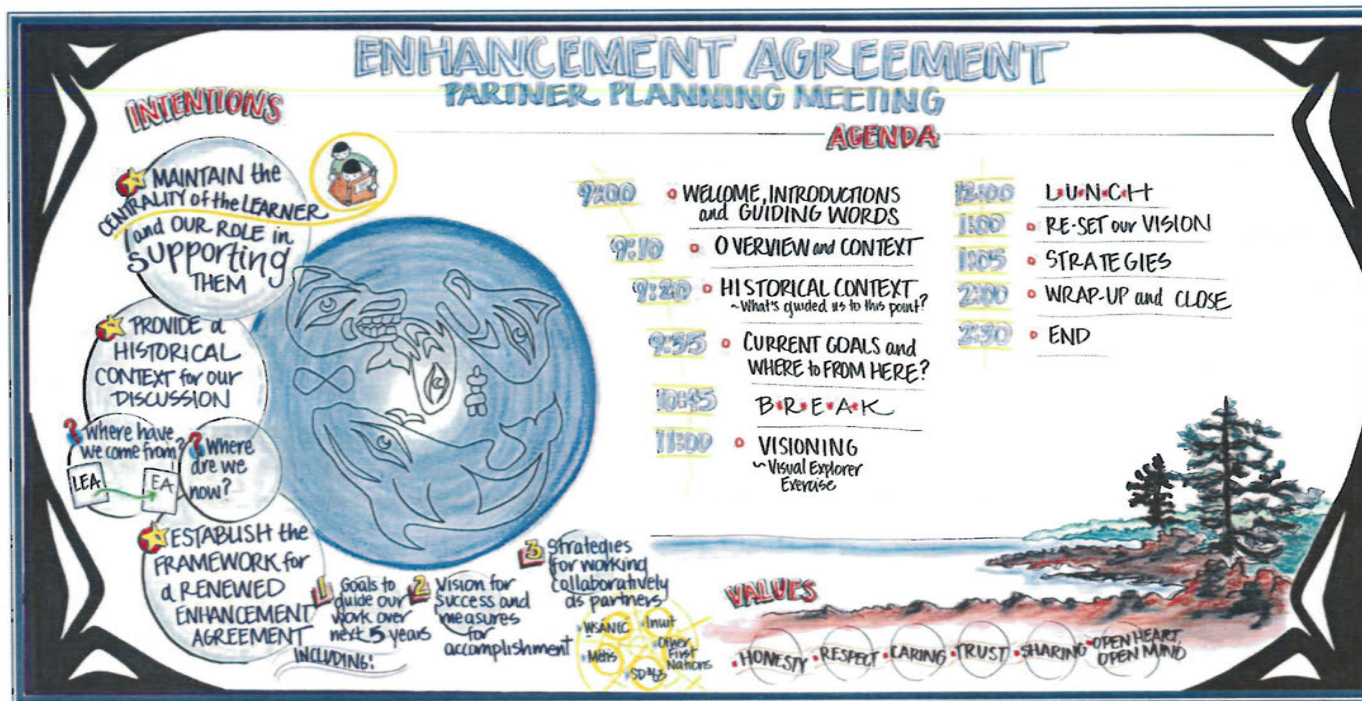
- Increased number of cultural activities at all schools regardless of the number of students of Indigenous heritage.
- Increased emphasis and appreciation of the importance of learning about Indigenous Peoples.
- All schools are acknowledging the Traditional Territory at school events.
- More students of W̱SÁNEĆ, other First Nations, Métis, and Inuit heritage are participating in sports and extracurricular activities.
- Implementation of the Education Enhancement Agreement continues to grow and strengthen across the District with more teachers integrating Indigenous content and themes into the curriculum.
- Higher numbers of non-Indigenous students are enrolling in BC First Nations Studies 12 than previous years where registration has been historically low.
- SENĆOŦEN language is now offered at Bayside Middle School and Stelly's Secondary School.
- Students report a stronger sense of belonging, stronger student-teacher relationships, and more participation in clubs compared to previous years.
- Graduation results continue to strengthen and the number of Indigenous graduates in Saanich is increasing each year.
- More Indigenous students are applying to School District Trades Programs.
- Schools are developing more partnerships with organizations that lead to leadership and language opportunities to increase student success.
- More teachers are accessing strategies, structures and curricula to support educational success for Indigenous learners.



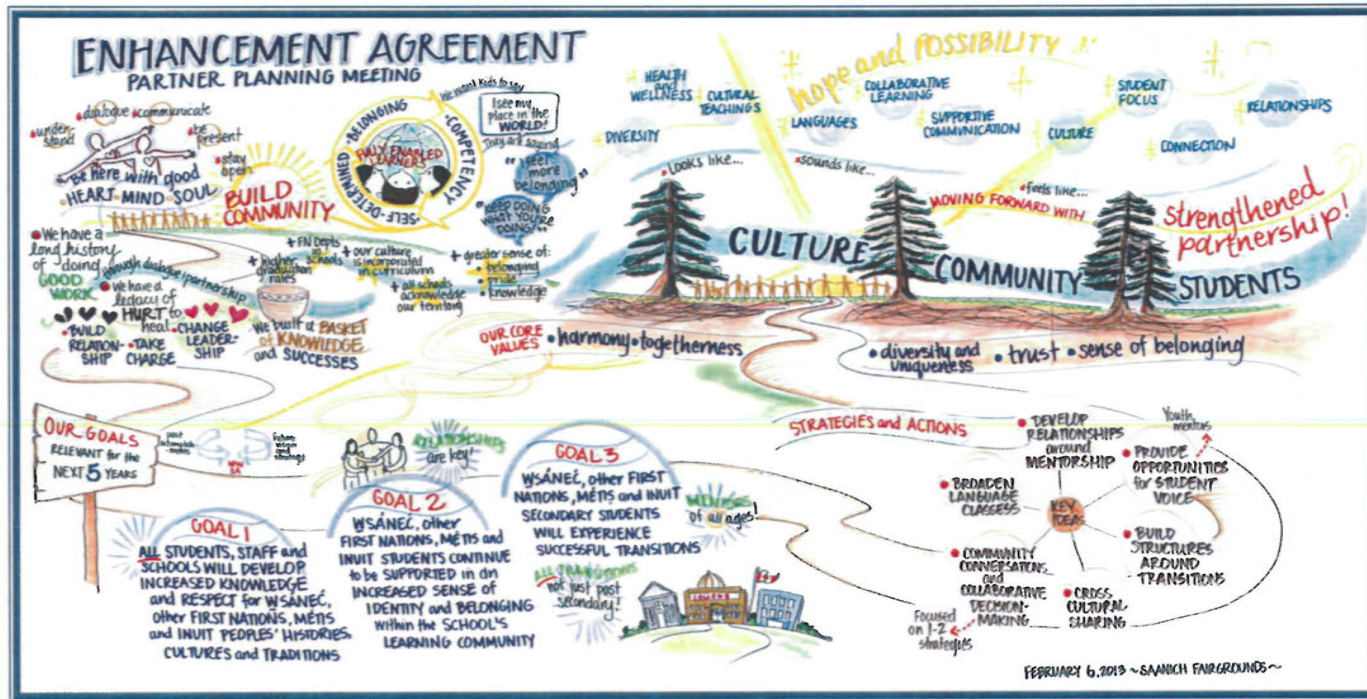
Steps Towards a New Education Enhancement Agreement: Our Next Five Years

The process of developing a new Education Enhancement Agreement in collaboration with our partners began in the fall of 2012. School District No. 63 (Saanich) began discussions with the W̱SÁNEĆ School Board through our LEA about the process for renewal. In December, the discussion expanded to include representatives of each of our partner groups. This meeting set the course for the process of renewal that would take us through a series of community discussions to determine our direction for the next five years.

The work began in earnest with our community partner planning day on February 6, 2013. This session brought together representatives from the four W̱SÁNEĆ, other First Nations, Métis, and Inuit communities and included students, Elders, and organization officials. The focus of the day was to establish a sense of direction for the next five years that would form the basis of our new Education Enhancement Agreement. The discussion focused on our goals, our vision, and the work we need to do to achieve these goals.



From the information gathered in our community partner meetings, a draft Education Enhancement Agreement was developed for feedback. The draft was circulated to each of our partner groups for their reflection and response. Additionally, individual meetings were set up in each of the four W̱SÁNEĆ communities to discuss more specifically the goals and strategies and to seek clarification and direction. Additional partner meetings offered opportunities for other First Nations, Métis, and Inuit partners to provide feedback.



These meetings and this work led to the signing of our 2013-2018 W̱SÁNEĆ, other First Nations, Métis, and Inuit Education Enhancement Agreement on June 21, 2013 to coincide with National Aboriginal Day.

PRINCIPLES* UPON WHICH OUR WORK IS FOUNDED



* First Peoples Principles of Learning - First Nations Education Steering Committee (FNESC), www.fnesc.ca/curriculum
 * Principles of Learning - Kindergarten to Grade 12 Education Plan, Ministry of Education
 * Principles of Inclusion - School District No. 63 (Saanich)

OUR VISION FOR THE FUTURE

A vision of the future must be a compelling and plausible image of what we hope to achieve together. Our collective vision for learning for our Indigenous learners is based on a long history of working together through dialogue, building understanding, and open communication. Our vision takes into account our past and our present as we work towards a new future together.



Our vision captures what we hope our schools will “look like, sound like, and feel like” in the future. Imagining these things in our schools allows us to determine our course of action to make this vision a reality.

Our imagining allows us to see schools for our children that reflect diversity, cultural teachings, celebrations of success, hope, and possibility (*looks like*). They have the sounds of collaborative learning, supportive communication and the language of the W̱SÁNEĆ people (*sounds like*). They feel like places where culture, connections, and relationships are valued and respected (*feels like*). These are the schools we want our children to be part of, and therefore, this is the work we have to do to maintain our accomplishments and strengthen areas that are not yet fully developed.

Our Vision...

“Collectively moving forward with strengthened partnerships”.

W̱SÁNEĆ, other First Nations, Métis, and Inuit students will take pride in their heritage and belong to supportive communities. They will be respected by other members of their learning community who have a deeper sense of their history and culture. They will have successful transitions into school, throughout school, and into their world beyond graduation.



OUR GOALS

Goal 1

All students and staff will develop an increased knowledge of, and respect for, W̱SÁNEĆ, other First Nations, Métis, and Inuit peoples histories, cultures and traditions.

Goal 2

W̱SÁNEĆ, other First Nations, Métis, and Inuit students will strengthen their sense of identity and belonging within the school's learning community.

Goal 3

W̱SÁNEĆ, other First Nations, Métis, and Inuit students will have successful transitions into school, throughout school, and into their world beyond graduation.

A. Austin 2007

GOAL 1

All students and staff will develop an increased knowledge of, and respect for WSÁNEĆ, other First Nations, Métis, and Inuit peoples histories, cultures and traditions.

Rationale

Saanich schools are located within the traditional territories of the WSÁNEĆ people.

WSÁNEĆ, other First Nations, Métis, and Inuit students attend schools in Saanich.

The appreciation of cultural diversity by all helps to increase Indigenous students'/families' sense of belonging.

The history and culture of WSÁNEĆ, other First Nations, Métis, and Inuit peoples is relevant and necessary information for all learners. Broad understandings help establish and strengthen relationships.

Building a broad understanding of traditional ways of knowing creates a stronger foundation for mutual respect. This in turn, helps to break down stereotypes and contributes to a safe learning environment.

Continued growth in awareness of Indigenous cultures and multicultural understanding by all staff, all students, in all schools continues to be a focus.

School culture is enriched when WSÁNEĆ and other Indigenous community members are included in the school learning community.

Ways to Measure our Success

Using our previous Education Enhancement Agreement reports, evidence sources have been identified and targets have been set to help us achieve our goals. Where new strategies have been identified, so too have new sources of evidence.

- School level implementation reports by Key People*.
- “Tell Them From Me” (TTFM) evidence.
- Anecdotal evidence and professional judgment by teachers.
- Gather evidence of successes and challenges through focus group discussions at each of our schools with students and staff.
- Increased participation and completion rates in courses or programs leading to graduation such as BC First Nations Studies 12, English 12 First Peoples, SENĆOŦEN, First Nations Fine Arts, etc.
- Ministry Satisfaction Surveys.

* Key People are District staff (Principals, Vice-Principals, First Nations staff and one designated non-First Nations staff member who work at the school level in facilitating and implementing the goals and strategies set out in the Education Enhancement Agreement.

GOAL 1

Strategies to Achieve our Goal

Shown below are strategies that represent the “big ideas” of this Agreement. These strategies will continue to evolve over the life of the Education Enhancement Agreement. Additionally, short-term strategies will be established on an annual basis as part of the Annual Report and as information becomes available about the success of our initiatives. This will allow our short-term strategies to stay current with evolving successes and needs.

- Engage students to help educate their parents about how all students and staff will develop an increased knowledge of, and respect for, W̱SÁNEĆ, other First Nations, Métis, and Inuit peoples histories, cultures and traditions.
- Continue to develop curricular connections that allow for:
 - direct instruction about the histories and culture of W̱SÁNEĆ, other First Nations, Métis, and Inuit peoples.
 - Indigenous content to become embedded naturally in curriculum.
 - the provision of on-going opportunities for staff to learn the history and culture of Indigenous peoples.
 - the continued promotion and development of W̱SÁNEĆ and other Indigenous content in the curriculum.
- Establish on-going means of discussion with partner groups to share ideas for cross-cultural training.
- Support schools that do not have diverse populations of Indigenous learners.
- Continue to acknowledge the traditional territory of the W̱SÁNEĆ people at school and District events. Extend the understanding of the significance of this practice.
- Continue to identify and support a designated Key Person at each school for tracking and supporting the goals of this Education Enhancement Agreement.
- Connect other First Nations, Métis, and Inuit learning and culture to the broader learning community.
- Develop tools to assist classroom teachers in assessing their students’ knowledge of and respect for W̱SÁNEĆ, other First Nations, Métis, and Inuit peoples histories, cultures and traditions.



GOAL 2

WSÁNEĆ, other First Nations, Métis, and Inuit students will strengthen their sense of identity and belonging² within the school's learning community.³

Rationale

A strong sense of belonging enhances student achievement and attendance at school.

Family involvement in the school has a known positive effect on students' performance and their social and emotional well-being.

Families' comfort levels and involvement in schools support their children's learning in a safe and welcoming environment.

Students' sense of belonging is enhanced when they see their histories, cultures and traditions reflected in the curricula.

Students' sense of belonging is increased when strong relationships, founded on collaboration, exist between families and school/district staff.

During the span of the first Education Enhancement Agreement, WSÁNEĆ and other Indigenous students have gained a greater sense of belonging in all Saanich schools. A need continues to foster and improve their connection to school and the learning environment.

Research indicates that if children feel their culture, language, heritage and roots, are valued, they will have a stronger basis for positive self-esteem and the confidence to learn new things.

Ways to Measure our Success

Using our previous Education Enhancement Agreement reports, evidence sources have been identified and targets have been set to help us achieve our goals. Where new strategies have been identified, so too have new sources of evidence.

- Attendance rates in elementary, middle, and secondary schools.
- School level implementation reports by Key People highlighting their school-based initiatives connected to the Enhancement Agreement.
- "Tell Them From Me" (TTFM) evidence.
- Anecdotal evidence and professional judgement by teachers.
- Gather evidence of successes and challenges through focus group discussions at each of our schools with students and staff.
- Focus group discussions with our community partners and families.
- Ministry Satisfaction Surveys.

² The WSÁNEĆ people have articulated the values of caring, sharing, trust, honesty and respect. The Saanich School District has articulated the values of compassion, fairness, honesty, respect and responsibility. We all work together to provide students of Indigenous heritage with experiences that reflect their traditional values. We all share the responsibility of providing a quality education for WSÁNEĆ, other First Nations, Métis, and Inuit students.

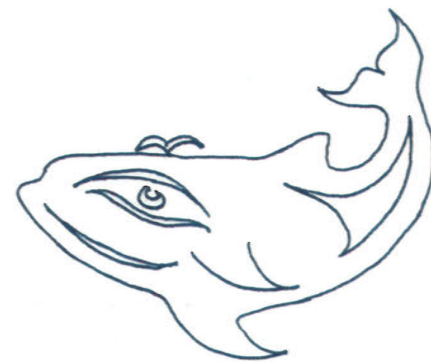
³ The "school's learning community" describes the shared responsibility of School District No. 63 (Saanich), WSÁNEĆ, other First Nations, Métis, Inuit students, and the Ministry of Education in developing a broader concept of our community.

GOAL 2

Strategies to Achieve our Goal

Shown below are strategies that represent the “big ideas” of this Agreement. These strategies will continue to evolve over the life of the Education Enhancement Agreement. Additionally, short-term strategies will be established on an annual basis as part of the Annual Report and as information becomes available about the success of our initiatives. This will allow our short-term strategies to stay current with evolving successes and needs.

- Build capacity in the School District to increase employment opportunities for W̱SÁNEĆ, other First Nations, Métis, and Inuit peoples.
- Increase the opportunities for family and community involvement in our schools to enhance student performance.
- Strengthen connections with community services and agencies to support students, families, and programs in our District.
- Increase the visibility of W̱SÁNEĆ, other First Nations, Métis, and Inuit curriculum, resources, art, literature, and cultural events in schools.
- Continue to identify and support a designated Key Person at each school for tracking and supporting the goals of this Education Enhancement Agreement.



GOAL 3

WSÁNEĆ, other First Nations, Métis, and Inuit students will have successful transitions into school, throughout school, and into their world beyond graduation.⁴

Rationale

School completion and achievement is a priority for WSÁNEĆ, other First Nations, Métis, and Inuit families and communities.

Strong levels of communication regarding both in-school programs and post-secondary options improve chances of success for all students.

Grade to grade transitions throughout students' school experiences are important to overall success.

Transitions are critical throughout a learner's school experience including preschool to Kindergarten, elementary to middle, middle to secondary as well as to work and careers.

Saanich District, WSÁNEĆ, and other Indigenous students have had a lower transition rate than non-Indigenous students over the last few years.

Saanich School District values a variety of measures, including the six year Dogwood completion rate, to indicate successful education completion and transitions of students.

Ways to Measure our Success

Using our previous Education Enhancement Agreement reports, evidence sources have been identified and targets have been set to help us achieve our goals. Where new strategies have been identified, so too have new sources of evidence.

- Student course completion rates.
- Ministry of Education six year Dogwood completion rates. (Track seven and eight year completion rates.)
- Anecdotal evidence and professional judgement by teachers.
- Collection of anecdotal, survey data, and interview questions relating to transition processes.
- Gather evidence of successes and challenges through focus group discussions at each of our schools with students and staff.
- Grade to grade transition rates.
- On-going tracking of disengaged student contact and action plans undertaken.
- Random survey data collected from students finishing kindergarten, grade 5, grade 8, grade 12.
- Evidence of innovative action plans that respond to specific and identified, targeted student needs throughout the District.

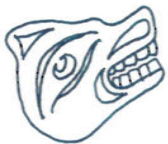
⁴ Transitions include preschool to Kindergarten, elementary to middle, middle to secondary, secondary to post-secondary and work, as well as transitions during the school year.

GOAL 3

Strategies to Achieve our Goal

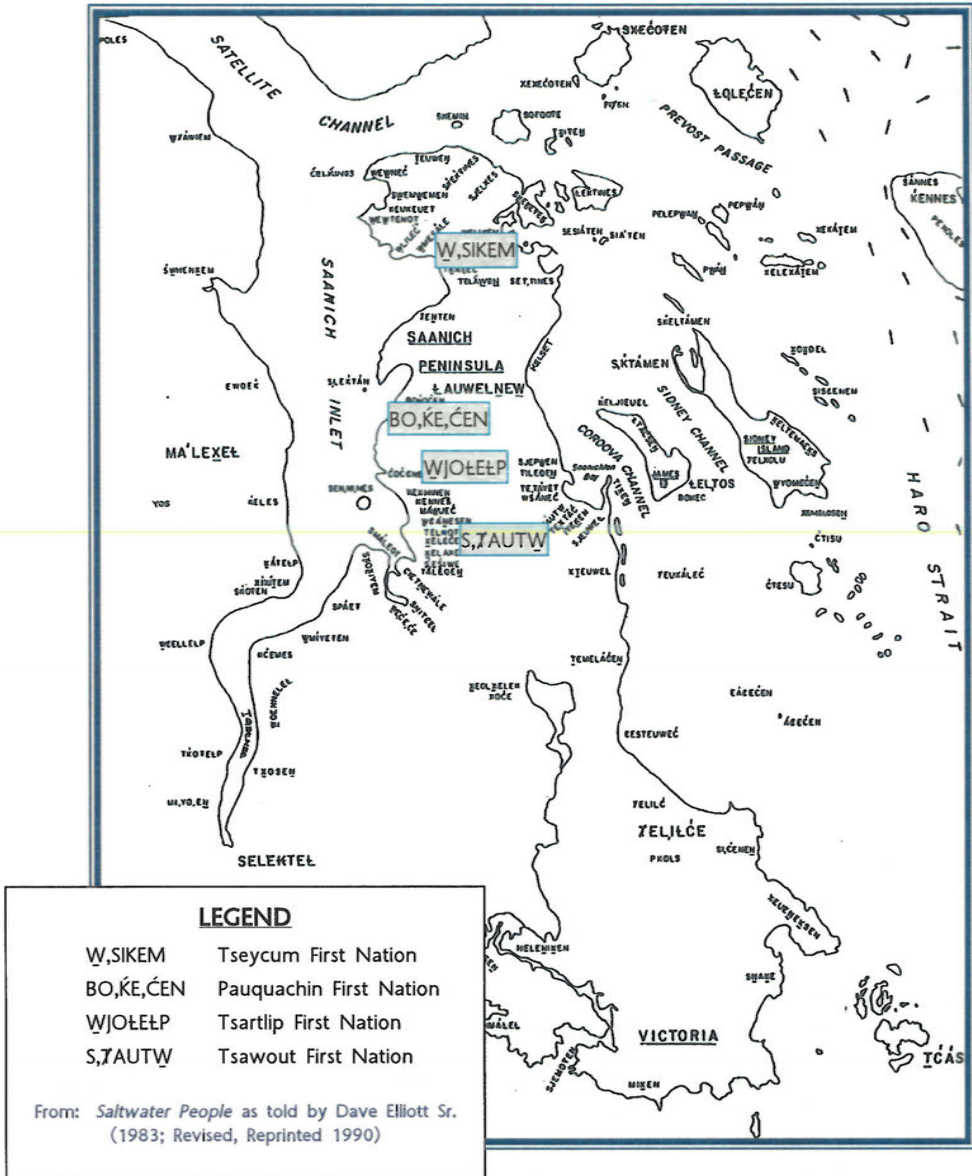
Shown below are strategies that represent the “big ideas” of this Agreement. These strategies will continue to evolve over the life of the Education Enhancement Agreement. Additionally, short-term strategies will be established on an annual basis as part of the Annual Report and as information becomes available about the success of our initiatives. This will allow our short-term strategies to stay current with evolving successes and needs.

- Create opportunities to meet the transition needs of W̱SÁNEĆ, other First Nations, Métis, and Inuit students.
- Continue to support community based homework/summer school programs.
- Work with post-secondary organizations to provide students with opportunities to learn about and explore post-secondary opportunities, e.g. college, university, apprenticeship programs, and community based learning.
- Increase parent, family and community awareness and understanding of the course selection process, program requirements, and post-secondary guidelines as they relate to future educational opportunities.
- Connect students and schools with role models who can share their experiences with students.
- Strengthen community collaboration regarding traditional transitions, e.g. StrongStart and expand on the Open House activities.
- Develop mentorship opportunities for students transitioning. (Access strong role models in the upper grades and/or in community.)
- Continue to foster community partnerships in support of services beyond a typical classroom, e.g. Teen Education and Motherhood (TEAM) daycare provided through Beacon Community, linkages with Coast Salish Employment and Training, and liaising with First Nations post-secondary advisors.



- Work with District schools, the W̱SÁNEĆ School Board, and the community (through Graduation Improvement Rate (GRIT) Committee and Saanich Peninsula Education Committee (SPEC) focus groups) regarding graduation rate improvement, targeting what matters most and being intentional, e.g. improving First Nations enrolment and completion of career dual credit programs and offer courses relevant to disengaged students needs through Continuing Education satellite locations.
- Continue to involve the Student Advocate in connecting disengaged/non-attending Indigenous students, working with an on-going list of non-attending students in collaboration with communities to develop meaningful educational opportunities.
- Ongoing tracking of disengaged student contact and action plans undertaken.
- Monitoring of First Nation course completion rate and its correlation with additional course offerings throughout the year.
- Track evidence of outside community agency support to students.

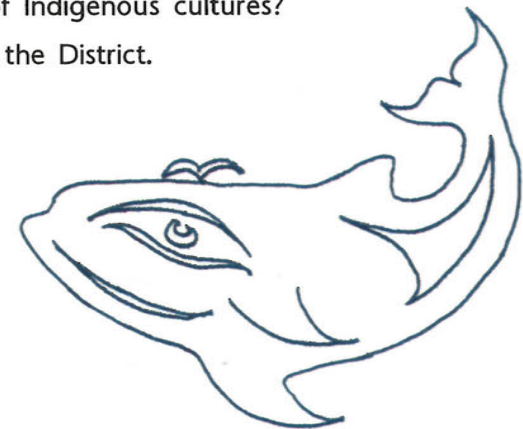
APPENDIX I – WŚÁNEĆ TRADITIONAL TERRITORIES & PLACE NAMES



APPENDIX II – ON-GOING STRATEGIES/ACTIONS FROM OUR FIRST EDUCATION ENHANCEMENT AGREEMENT

Actions for Goal 1

- Identify/designate one Key Person in each school to support the integration of W̱SÁNEĆ and other Indigenous perspectives throughout the school and share with community partners.
- Provide in-service opportunities to the Key Person from each school.
- Schedule an in-service event or opportunity per year based on First Nations “Ways of Knowing” and make the opportunity available to all staff in the District.
- Develop in-service focusing on Métis or Inuit history, heritage, culture, and contemporary life.
- Increase the presence of W̱SÁNEĆ, other First Nations, Métis, and/or Inuit people in all schools.
- Track the following questions in the B.C. Ministry of Education Satisfaction Surveys:
 - Existing question (parents): Are personal differences respected at your child’s school?
 - Existing question (students): At school, do you respect people who are different from you?
 - Additional 07-08 question (parents): How do you rate your child’s knowledge of Indigenous cultures?
 - Additional 07-08 question (students): How do you rate your knowledge of Indigenous cultures?
- Track the increasing number of cultural awareness programs/activities throughout the District.



Actions for Goal 2

- Increase the number of school-related meetings (with families) held in local First Nations communities and facilities including demonstrations of learning events.
- Create a “First Nations and Indigenous Feature” in school newsletters.
- Track the following questions in the B.C. Ministry of Education Satisfaction Surveys:
 - Existing question (parents): Do you feel welcome in your child’s school?
 - Existing question (students): At school, do you participate in activities outside of class hours (for example, clubs, dances, sports teams, music)?
- Encourage W̱SÁNEĆ and other Indigenous students to be involved in extra-curricular activities and work with their families and communities to facilitate their participation.
- Track attendance rates for Indigenous students in elementary, middle, and secondary school.
- Host student focus groups to gather information about their sense of belonging.



Actions for Goal 3

- Explore linear programs at Stelly's for core subject areas in grades 9 and 10 (English, Social Studies, Mathematics and Science) to help students consolidate their skills and experience success.
- Conduct a focus group with Indigenous grade 6 students (new to middle school) regarding their experiences with transition.
- Conduct a focus group with Indigenous grade 9 students (new to secondary school) regarding their experiences with transition.
- Develop a District instrument to survey grade 9 Indigenous students at the end of the year to determine the effectiveness of transition support from middle to secondary school.
- Provide Indigenous students with knowledge of the range of opportunities available after secondary school.
- Continue active participation in the newly formed Saanich Peninsula Education Community (representatives from Saanich School District, ŁÁU, WEL NEW Tribal School and the Saanich Adult Education Centre) to increase students' opportunities.
- Participate in the work of the Saanich District's Graduation Task Force with particular attention to those students who take longer than six years to graduate.
- Track:

- Grade-to-grade transition rates in secondary school
- Student Completion Rate in Grade 9 English
- Student Completion Rate in Grade 9 Math
- Student Completion Rate in Grade 9 Science
- Student Completion Rate in Grade 10 English
- Student Completion Rate in Grade 10 Math
- Student Completion Rate in Grade 10 Science
- Percentage of WŚÁNEĆ, other First Nations, Métis, and Inuit students in trades and apprenticeships
- Five year Dogwood completion for WŚÁNEĆ, other First Nations, Métis, and Inuit students
- Ministry of Education six year Dogwood completion for WŚÁNEĆ, other First Nations, Métis, and Inuit students
- School Completion Certificates for WŚÁNEĆ, other First Nations, Métis, and Inuit students
- Six plus years Adult Dogwood completion for WŚÁNEĆ, other First Nations, Métis, and Inuit students

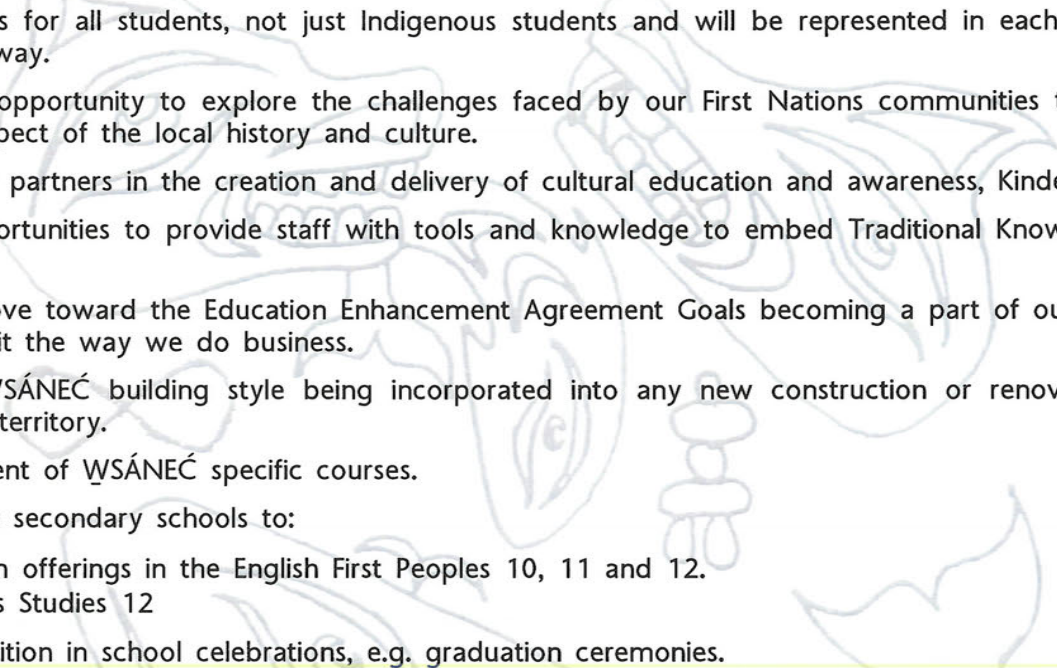


APPENDIX III – NEW STRATEGIES/ACTIONS

The following strategies/actions have been identified through the Education Enhancement Agreement renewal process. These suggestions represent some of the ideas offered by community members, but do not represent a complete list.

Goal 1

- Continue to establish safe and nurturing learning environments for all learners, in particular Indigenous learners.
- Explore ways to use community members to greater effect in supporting cultural and historical awareness and traditional ways of knowing.
- Opportunities for interactive, cross-cultural sharing.
- Establish a means to ensure that learning includes western AND traditional teachings (a flow of knowledge both ways.)
- Look for opportunities to allow more students to learn SENĆOŦEN.
- District-wide opportunities to provide staff/teachers with the tools, resources, and understandings to embed Indigenous learning and content into the curriculum. This may include learning opportunities within the WSÁNEĆ communities.
- Training for Board members (Saanich and WSB) about the Education Enhancement Agreement and what this means for them.
- Clearly define the roles and responsibilities of students, families, and partners in achieving the goals of the Education Enhancement Agreement.
- Establish a First Nations Education website that provides information about the local communities, events, and resources for teachers to integrate Indigenous content into the curriculum.
- Develop a learning module for new staff to complete as a part of their hiring package that teaches them about the Education Enhancement Agreement, the local Indigenous culture and history, and the traditional territory.
- Display the Education Enhancement Agreement Goals in visible locations in all schools.

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- Indigenous Education is for all students, not just Indigenous students and will be represented in each of our schools in a culturally appropriate way.
 - All staff will have an opportunity to explore the challenges faced by our First Nations communities to develop a deeper understanding and respect of the local history and culture.
 - Work with community partners in the creation and delivery of cultural education and awareness, Kindergarten to grade 2.
 - Host District-wide opportunities to provide staff with tools and knowledge to embed Traditional Knowledge into curricular learning.
 - Work with staff to move toward the Education Enhancement Agreement Goals becoming a part of our school culture and school plans to make it the way we do business.
 - Explore the use of W̱SÁNEĆ building style being incorporated into any new construction or renovation to reflect and honour the traditional territory.
 - Explore the development of W̱SÁNEĆ specific courses.
 - Continue to work with secondary schools to:
 - Extend program offerings in the English First Peoples 10, 11 and 12.
 - BC First Nations Studies 12
 - Include cultural recognition in school celebrations, e.g. graduation ceremonies.
-

Goal 2

- Explore counselling opportunities that are reflective of counselling needs of Indigenous learners.
- Develop strong mentorship opportunities that include youth, Elders, and university/college students.
- Provide an opportunity for more student voice in determining appropriate actions to support the Education Enhancement Agreement and to further develop it.
- Establish “gathering places” in our schools for Indigenous learners such as a cultural room.
- Increase the presence of Indigenous language, in particular SENĆOŦEN, within our schools, e.g. signage in hallways.
- Increase Indigenous representation in the Saanich School District workplace.
- Increase the presence of teachers with Indigenous ancestry in classrooms and beyond First Nations Education positions.
- Identify ways to share what we are doing with our general parent population and Indigenous parents and families, e.g. website, Twitter, and Blog.
- Develop an Itinerant position to support classroom teachers with curriculum and the integration of Indigenous content.
- Continue to build staff, student, and parents’ cultural awareness and understanding of Indigenous history, culture, and ways of knowing, e.g. Douglas Treaty and Residential School History.
- Explore the notion of an Indigenous Art Course as an elective, e.g. weaving, knitting, carving, and beading.
- Work with our WSÁNEĆ community partners to honour and recognize the start of a new school year.

Goal 3

- Support “transitions” at all levels of education by working together collaboratively with school and community partners to support students.
- Career leaders sharing their journey as role models.
- Explore ways for Indigenous students to gain credits for cultural learning and knowledge.
- Lots of choice for re-entry when students experience significant barriers. This would include exploring supports with the schools such as daycare, self-paced learning, and integrating adults into secondary school learning.
- Continue to work with the four W̱SÁNEĆ nations to develop “off campus” courses that can be held within their communities. This can assist students in seeing an alternate path to graduation and transition into post-secondary or the world of work.
- Build strong connections and relationships with the Indigenous Departments of post-secondary institutions and work collaboratively to inform and support students from middle school through to secondary and beyond.
- Develop a mentorship program for students transitioning from each level including post-secondary and preschool.
- Continue to support students with the QENT E TFE SOŁ ŁTE, “Choosing a Path for the Future” Pathways Project, to identify their individual path towards graduation and post-secondary.
- Connect students with post-secondary advisors, programs, departments, work experience earlier starting in middle school.
- Explore the possibility of having a student advocate at the elementary level to address absenteeism before a pattern is developed.
- Develop a Mentorship Program that connects students with Elders, students, family, teachers, the business community, post-secondary, community, and the work force.
- Track individual student progress in reading and math to ensure support happens in time. Early intervention is key and we need to focus on building a solid foundation in elementary school.
- Continue to find ways to celebrate W̱SÁNEĆ, other First Nations, Métis, and Inuit graduates in partnership with the W̱SÁNEĆ School Board.
- To explore transportation options for District program offerings, e.g. StrongStart and extra-curricular activities.
- Examine the role and practice of our First Nations Support Teachers in relation to transition, e.g. between schools, examination preparation, and scholarship writing.

APPENDIX IV – GLOSSARY OF TERMS

Terms Used by the Ministry of Education

Grade-to-Grade Transition Rate is the percentage of students who enter a grade for the first time from a lower grade and make the transition to a higher grade anywhere in the British Columbia school system in the next school year.

Graduation Rates track students who enrolled in Grade 12 in September and graduated in the same school year.

Six-year Dogwood Completion Rate tracks the proportion of students who graduated, with a Dogwood Diploma, within six years of starting Grade 8.

Graduation Program (Grade 10-12) Requirements:

BC's secondary school students begin working on their graduation requirements in grade 10. In order to graduate, they must complete 80 credits, including specified courses, and write at least five provincial exams. Students have choice and flexibility in how they meet the remaining requirements.

The **British Columbia Certificate of Graduation** or “**Dogwood Diploma**” is awarded upon successful completion of the provincial graduation requirements.

The **Adult Graduation Program** supports learners over the age of 19 who have not completed high school and are interested in enrolling in an educational program leading to a graduation diploma.

The **British Columbia Adult Graduation Diploma**, the “**Adult Dogwood**,” is awarded upon successful completion of provincial adult graduation requirements. The Adult Dogwood signifies that an adult student (19 years of age, or 18 years and out of school for at least one year) has met the requirements for graduation.

The **School Completion Certificate Program** supports students who are working towards meeting the goals of their educational program other than graduation. This can include students with Individual Education Plans, or students who meet other criteria established by their Board of Education.

The **British Columbia School Completion Certificate** is awarded to students who meet the goals of their educational program other than graduation.

APPENDIX V – DEFINING SUCCESS FOR OUR INDIGENOUS LEARNERS

Success: During all discussions and community meetings regarding the Education Enhancement Agreement, a constant question posed was, “What does success mean for W̱SÁNEĆ, other First Nations, Métis, and Inuit students?” The meaning of “success” in this Education Enhancement Agreement includes the following aspects:

- **Emotional Wellness** – W̱SÁNEĆ, other First Nations, Métis, and Inuit students are able to identify and express their feelings and know when to ask for help in dealing with daily challenges.
- **Physical Wellness** – W̱SÁNEĆ, other First Nations, Métis, and Inuit students are involved in physical activities when possible and are free from addictions or any activities that may hurt themselves, their families and their school or communities.
- **Spiritual Wellness** – W̱SÁNEĆ, other First Nations, Métis, and Inuit students understand their connection to their land, traditional territories, sacred sites, ceremonies and traditional practices.
- **Cultural Competence** – W̱SÁNEĆ, other First Nations, Métis, and Inuit peoples histories, cultures, and traditions are more fully understood by all students.
- **Social Skills** – W̱SÁNEĆ, other First Nations, Métis, and Inuit students feel a sense of belonging and safety in their schools and can interact comfortably with all students and teachers.
- **Academic Success** – Completing school with a Dogwood Diploma with future plans to go on to post-secondary training or studies (colleges, technical institutions, trades and apprenticeship training and universities) or entering the world of work, constitutes academic success.
- **School Completion** – Students who leave school (with an Adult Dogwood or School Completion Certificate) and are prepared to enter a skilled trade to continue their education at the post-secondary level (some college programs) or to engage in community-based heritage opportunities, are considered to have successfully completed K-12 schooling requirements.
- **Trades and Apprenticeship** – Trades refer to specific, school-based training programs. Offered in partnership with post-secondary institutions, these programs allow students to receive concurrent credit toward secondary school graduation, post-secondary courses, as well as industry certification.

APPENDIX VI – W̱SÁNEĆ, OTHER FIRST NATIONS, MÉTIS, INUIT & SCHOOL DISTRICT NO. 63 (SAANICH) MEMORANDUM OF AGREEMENT (JUNE 2008 TO JUNE 2013)






Memorandum of Agreement

**W̱SÁNEĆ, OTHER FIRST NATIONS, MÉTIS AND INUIT
EDUCATION ENHANCEMENT AGREEMENT
School District No. 63 (Saanich)**

Between the
School District No. 63 (Saanich), our Communities, and the
Ministry of Education

We, the undersigned and the witnesses, acknowledge and honour the traditional Saanich histories with which we operate. We also recognize and honour our shared responsibility for the success of all Aboriginal students in School District No. 63 (Saanich). Further, we agree that the terms of the attached *Enhancement Agreement* will signify our collective effort 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.

Representatives of Service Agencies, Institutions and Boards were valuable partners in the creation of this Enhancement Agreement, and provide witness to the signing of the Agreement: Saanich Community Services, Camosun College, Māhii Community Services, M̱I/W̱I/O Child and Family Services, Saanich Indian School Board, School District No. 63 (Saanich), Surrounded by Cedar, University of Victoria and the Victoria Native Friendship Centre.

 Saanich Indian School Board (Chair)*	 School District No. 63 (Saanich) (Chair, Board of Education)
 Saanich Indian School Board (Administrator)	 School District No. 63 (Saanich) (Superintendent of Schools)
 Ministry of Education	

* The Chair of the Saanich Indian School Board is acting on behalf of the four communities of the W̱SÁNEĆ people: BOJECEN (Beakwén), W̱W̱EḴEP (Isisip), W̱S̱W̱EN (Sikwunt), and S̱ṮA̱W̱I̱ (Tsewud).

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APPENDIX VII – LOCAL EDUCATION AGREEMENT BETWEEN THE W̱SÁNEĆ SCHOOL BOARD & SCHOOL DISTRICT NO. 63 (Saanich)

School District No. 63 (Saanich) and the W̱SÁNEĆ School Board have a long standing Local Education Agreement⁵ that was first signed by the two Boards of Education in 1993. The W̱SÁNEĆ School Board, formerly the Saanich Indian School Board, is the authorized agent for the Pauquachin, Tsartlip, Tsawout and Tseycum Band Councils as these nations collectively appoint the W̱SÁNEĆ School Board as their authorized agent for educational matters.



⁵ A copy of the Local Education Agreement is available through School District No. 63 (Saanich) in the Student Services Department.

