



Figure 1

Aboriginal Education Enhancement Agreement



Figure 2



Figure 4

Report 4



Figure 3

Report written by
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SD62

9/3/2013



ABORIGINAL EDUCATION

Enhancement Agreement Report Four – 2012 – 2013

School District No. 62 (Sooke)

INTRODUCTION

The Aboriginal Education Agreement, signed April 2009, is the working document between School District #62 (Sooke), local First Nations, on and off reserve, other First Nations, Métis, and Inuit communities and the Ministry of Education. This Aboriginal Education Agreement acknowledges the vital role that all Aboriginal communities play in the success of Aboriginal students. These Aboriginal communities, as well as School District #62, who form the Aboriginal Education Council, acknowledge and honour the First Nations in whose territories they work and study. We, as members of the Aboriginal Education Council, recognize and support the historical and contemporary importance Aboriginal peoples place on the preservation of their culture and language.

OUR GOAL AREAS:

- Sense of Belonging
- Aboriginal Ways of Knowing
- Language
- Achievement



Figure 5

ABORIGINAL EDUCATION COUNCIL 2010-13

Scia'new First Nation
Pacheedaht First Nation
T'Sou-ke First Nation
Métis Nation of B.C.
Métis Nation of Greater Victoria
Victoria Native Friendship Centre
University of Victoria
Camosun College
Sooke Teachers Association

Sooke Principals & Vice Principals Association
NIL/TU,O Child & Family Services
Surrounded By Cedar Child & Family Services
Hulitan Family & Community Services Society
Makola Housing Society
Métis Community Services
Aboriginal Success by Six
CUPE Local 459
School Trustees, Board of Education

The Aboriginal Education Council met regularly to review and monitor initiatives within the district. Initiatives monitored by the council are highlighted as indicators of change for Aboriginal students, families and Aboriginal communities in this document. This is the fourth year a formal written report is presented to the monthly board meeting after each Aboriginal Council meeting highlighting initiatives.



FRAMEWORK FOR SUCCESS

OUR LOGO

- The cycle of Life is a contemporary design by artist Rande Cooke, commissioned for Sooke School District's Aboriginal Education Enhancement Agreement. Rande's grandfather taught him the essential elements of art and impressed upon him how art reflects and connects to the culture.
- This rich vibrant design symbolizes the diverse Aboriginal populations of Vancouver Island, British Columbia and Canada. The Aboriginal peoples of the West Coast, known as the salmon people, considered salmon as the givers of life. In the Cycle of Life salmon flow eternally, circling a salmon egg.
- In Rande's design, the salmon reflect the four colours of the Medicine Wheel, white, yellow, red and black. The medicine wheel which guides Aboriginal Ways of Knowing, represents the four races of the world; Caucasian, Asian, Aboriginal and African; the four aspects of the human body; the physical, the emotional, the spiritual and the intellectual and the four directions. It is also a significant number in Aboriginal Ways of Knowing, and in this case, relates to the four goals of the Sooke School District's Aboriginal Enhancement Agreement.
- Each one of the salmon exhibits design elements which echo the distinct styles of West Coast Aboriginal Art. The white salmon, to the north, represents the Aboriginal peoples of Northern B.C. Underneath it is the Inuk'shuk representing the Inuit. The yellow salmon, to the east, represents the Kwakwaka'wakw of North-Eastern Vancouver Island. The red salmon, to the south, represents the Coast Salish of Southern Vancouver Island. The Infinity Symbol represents the Métis. The black salmon, to the west, represents the Nuu-chah-nulth of Western Vancouver Island.
- The salmon egg in the middle represents our most important commodity. Our treasures. Our future. Our children.
- As salmon eternally flow in the Cycle of Life it is anticipated that Sooke School District's Aboriginal Education Enhancement Agreement will eternal flow improving success and opportunities for Aboriginal learners.

Aboriginal Context

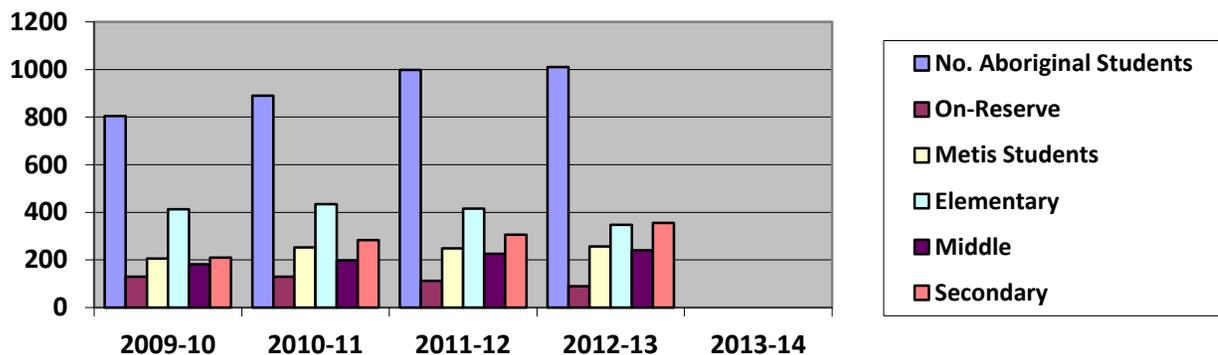


Figure 1 Observation: Context increasing in middle and secondary levels.



OVERVIEW OF PROGRAM SUCCESS 2012 - 2013

Figure 2- Ministry of Education How are We Doing? Note: Data reflects 2011-12 ministry data yearly increase.

21	230	33	30%	14%	16%	22%	62%
Increase in the number Of Aboriginal Students Self-Identifying Ancestry	Increase of the number of Role Model Presentations In Schools from 235 to 465 sessions	Number of Aboriginal students taking Foundation & pre-Calculus 10 with 42% C+ or better	Apprenticeship and Work place Math 10 C+ or better result	Socials 11 C+ or better Increase from 39% to 53%	Eng10 C+ or better Increase 37% to 53%	Increase Science 10 C+ or better Increase 25% to 47%	Six Year Completion Rate

OVERVIEW OF PROGRAM

In 2012-13, Aboriginal Education Department included 9 teachers; 16 support staff; 1 district principal. Included in the support staff is Halq'emeylen Language elder. In addition, the district supports a First Nation Grad program specifically designed for Aboriginal adults.

The Aboriginal Education Department hosts three district events: Family Fall Gathering, Celebrating Students Success and Aboriginal Graduation Recognition Ceremony.

Community Initiatives

In July 2011 to July 2013, the Aboriginal Education Department supported a community summer literacy and numeracy camp for children grades one to three. The camp was supported by UBC's Aboriginal initiative in numeracy. A number of Aboriginal students attended the camp. An elder week was a highlight.

Pacheedaht Nation held numerous functions, community club, community newsletter, workshops on careers/internet safety, boys & girls programming and more, in which our school community can join. In June 2012, Pacheedaht Nation hosted 'Math Mania' at the new Pacheedaht Health Clinic for all to engage in fun math activities. Event invites are posted on a Facebook page. Pacheedaht Nation offers support to families and schools jointly by a Pacheedaht Education & Youth Program Manager.

T'Sou-ke Nation has a homework club which is supported by Aboriginal Education staff for a second year organized by the T'Sou-ke First Nation Culture Youth Worker.

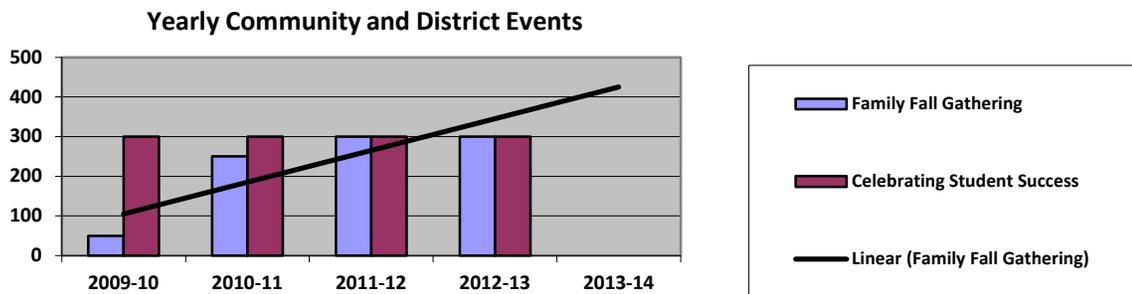
Read Society provided 'READ: *Capturing Stories, expanding knowledge* Editing and Cultural Stories' to honour our community heroes, with heroes from T'Sou-ke Nation and Scia'new Nation. The program will continue for a second year at middle school level. Last year's Capturing Stories won the youth award at the Cowichan Film Festival, 2013.

ROOTS '13- Aboriginal students from Dunsmuir, First Nation Grad, Pacific and Belmont entered artwork.



Sense of Belonging Goal:
To increase Aboriginal students' sense of place, belonging, and caring in
School District No. 62 (Sooke).

Figure 3- Target met as attendance range was between 250 and 300 people.



Family Fall Gathering

This fall started out with a wonderful event. Aboriginal Education Department hosted the annual FAMILY FALL GATHERING at Saseenos Elementary. The evening started out with a 'Circle of Courage' pin hand-out for the first 100 people that arrived. Families, students, teachers, principals, vice principals, school superintendent and assistant superintendents, trustees and community partner groups joined the Aboriginal Education Department to welcome all back to an exciting school year! The cultural component included a traditional welcome to the territory– Coast Salish! Elder Shirley Alphonse opened the event with traditional welcome speaking in the traditional languages. Our theme shared traditional dance and stories by the Tzinquaw Dancers. T'Sou-ke First Nation led us in an environmental energy activity led by Angie Bristol! Everyone had an opportunity to make a pledge for a better future for our environment. Our community service providers generously provided welcome back door prizes for families. In addition, a big congrats to the committee and Aboriginal Education staff for a successful event!

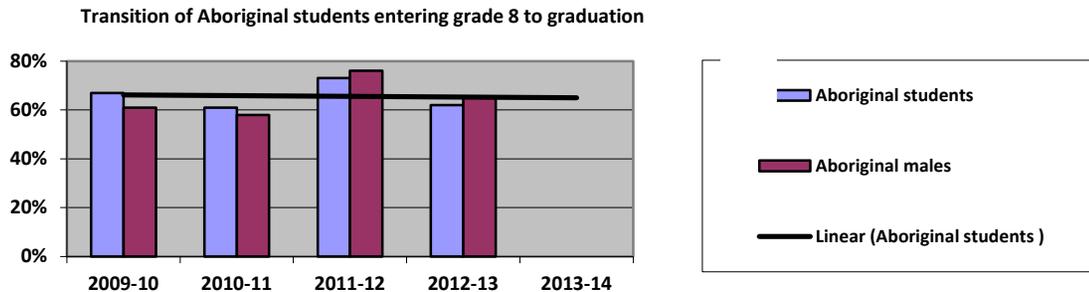
Celebrating Student Success

Our theme continues to highlight the Coast Salish moons, The Saanich Year resource by authors, Earle Claxton, and John Elliott, Author Illustrator. The featured moon was 'Wekes Moon' and students contributed a wealth of artwork for our feature wall. What a fabulous event. We had a full house at Spencer Middle School. The Aboriginal Education Staff magically set up and displayed examples of student success the foyer area. A huge display reflecting all our schools efforts! The Celebrating Student Success committee created an event to remember. All were welcomed by huge posters displaying, welcoming figures and symbols of the Coast Salish and Nuu-chah-nulth creating a sacred circle in the gym. The Me to We Youth Leadership organization interactive activities to help celebrate the theme. Prior to the event Me to We organizers, and Middle School students gathered at T'Sou-ke First Nation band hall, to engage students in leadership sessions and the Sacred Circle. Elders and community members assisted in the Sacred Circle components. Pacheedaht First Nation offered up a salmon/leek tart as a starter. T'Sou-ke Nation presented a traditional tea table by Christine George and smudging by Elder Shirley Alphonse. Our feature artist Charlene George assisted in an interactive art table. Me to We leadership students organized oral storytellers John Bradley Williams, Earl Claxton Jr. and Andre Spencer. A hip hop band, The New Addiction, from Snuneymuxw First Nation, shared youthful messages. The highlight of the evening was our schools' student performances talents in public speaking, music, dance, and/or piano.



Sense of Belonging Goal: (continued)

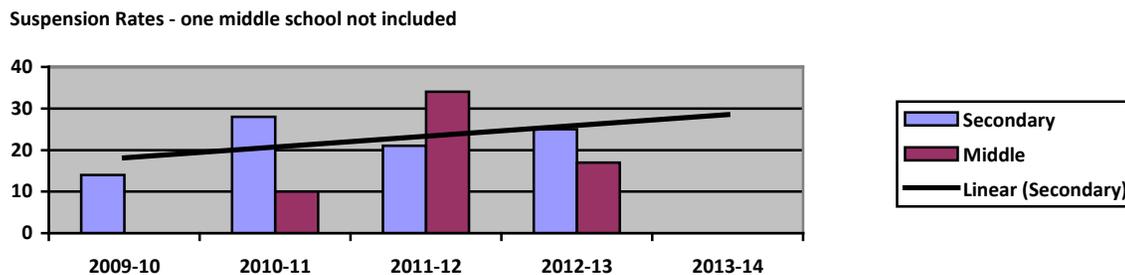
Figure 4- Transition rate target met.



Transition initiatives supporting an increase in results:

- First Nation Graduation Program at the Westshore Annex
- First Peoples English 10, 11, 12 course to be offered at all secondary schools by 2014
- BC First Nations Studies 12 course is offered at three of four secondary schools
- Increased Aboriginal Education support at Pacific Secondary and Alternate Schools
- Continue to support students in-classrooms for academic and cultural curriculum support
- Advocacy for satellite programs for upgrading at Scia'new Nation and Pacheedaht Nation
- Transition support into Kindergarten with Outreach Strong Start at Scia'new Nation and Pacheedaht Nation and Journeys of the Heart

Figure 5- Suspension rate target not met



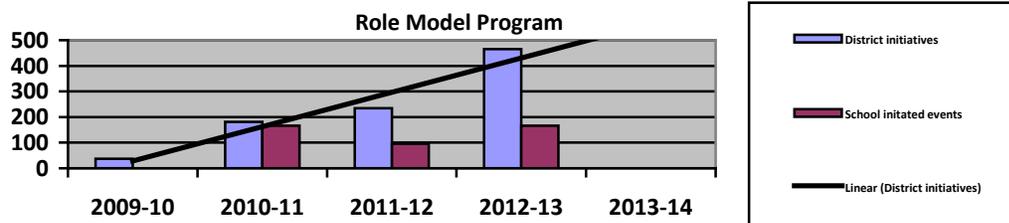
Initiatives to decrease suspension rates

- Continue Me to We- Sacred Circle program at the Middle School level embraces success for all and youth leadership; work with First Nations to further develop youth leadership; expand to include Pearson College Aboriginal leadership program connection
- Track the number of Aboriginal students participating in extra- curricular sport teams (**539 in 10/11; 124 in 11/12; 320 in 12/13**; Aboriginal students in music (**199 in 10/11; 101 in 11/12; 340 in 12/13** Aboriginal students)
- Support the classrooms at all levels with cultural initiatives with the 'new' role model binder
- Work with principals and vice principals on alternate solutions to suspension specifically in Milnes Landing schools



Aboriginal Ways of Knowing Goal:
To increase awareness and understanding of Aboriginal Ways of Knowing in both Aboriginal and non-Aboriginal students.

Figure 6- Role Model target met increase from 37 role model.



Role Model Program

All schools are entitled to utilizing a role model program. The total of role model events was 181 in 2010-11; 235 in 2011-12; 465 in 2012-13. School initiated initiatives 2012-13 were 249 in addition.

The Victoria Native Friendship Centre offered a program titled ‘Box of Treasures’ in which many schools provided school funds for the donation. Numerous schools received extra funds from school P.A.C.s to support cultural events. Ready, Set, Learn funds were provided for Port Renfrew Elementary, Zone events at SeaParc and the Westshore Mall, and Journeys of the Heart, Wishart assembly. At Wishart Elementary, Journeys of the Heart children and Cree musician Ed Peekeekoot performed to the school. Port Renfrew RSL had numerous events and one featured Dididaht Cultural dancers with excellent turn out from the community. For a second year Scia’new Nation received nine book bag collections for pre-school children to use at home- building home libraries. At the larger zone RSL events Aboriginal featured elders, music, Aboriginal themed book give away, interactive activities and cultural displays.

Aboriginal Ways of Knowing ‘New’ Survey

Aboriginal students at the elementary results were consistent to the question related to students commenting they learn ‘a lot’ about their culture at school. Aboriginal students at the middle and secondary students percentage was consistent regarding the comment they (students) learn about their culture at school. Year one: 333 Aboriginal students K to 12 completed the survey. Year two: 327 students completed the survey. Year three: 314 students completed the survey. The Aboriginal Education staff assisted on the development of the questions and the survey is now completed on-line. Results for many questions ‘I feel that Aboriginal heritage is honoured, respected and valued at my school’ results were 55 % elementary and 75% middle/secondary. And, ‘I am willing to be open in learning about my own Aboriginal cultures as well as other cultures’ results were 49% elementary and 74% middle/secondary.

Goal: Aboriginal Ways of Knowing: to increase awareness and understanding of Aboriginal Ways of Knowing in both Aboriginal and non-Aboriginal students.			
Target	Participant Indicator	Result 2010-11	
Increase the number of students participating in survey by 50 students.	Year one: 333; year two: 327; Year three 314	19 less students participating over three years.	
Elementary: I am learning about Aboriginal people in my school.	Year one: 107 Year two: 180; Year three: 129	Year one: 25% (27/107) Year two: 22.2% (40/180) Year three: 21% (27/129)	
Elementary: I understand and have knowledge about my Aboriginal heritage.	Year one: 119 Year two: 180; Year three: 129	Year one: 33% (39/119); Year two: 23.9% (43/180); Year three: 26% (34/130)	
Secondary: I am learning about Aboriginal people in my school.	Year one: 195; Year two: 146; Year three: 189	Year one: 47% (92/195); Year two: 27% (40/146); Year three: 43% (82/189)	
Secondary: I understand and have knowledge about my Aboriginal heritage.	Year one: 198; Year two: 147; Year Three: 189	Year one: 63% (124/198); Year two: 44% (64/147); Year three: 54% (101/189)	

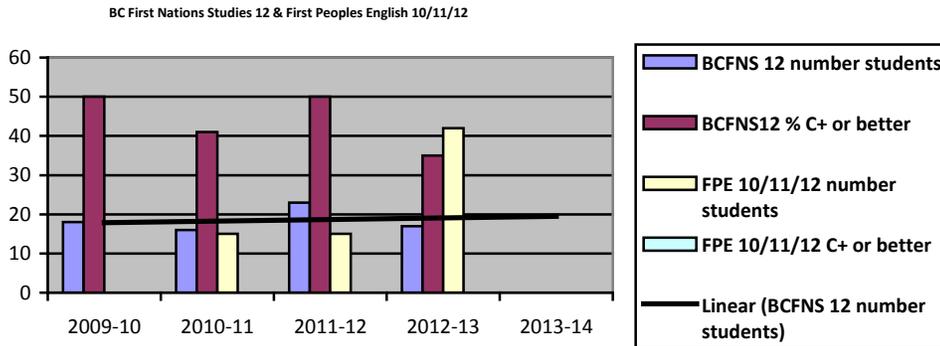


Figure 7- Increase enrolment and completion at secondary level not met

Initiatives to increase secondary participation and completion rates.

- Aboriginal Education supported workshops at the Victoria, Circle of Courage for a second year
- ESD teacher increase to address literacy at the middle and secondary level; maintain ESD teacher role at elementary level; provide inclusive classroom strategies using Aboriginal Education 'Oral Language' in-house development of picture book lessons and classroom strategies; completed in-house secondary ESD strategy resource for teachers
- Aboriginal Education teachers attended UBC Math symposium year two; and participated in a two day workshop: PATH: Planning Alternative Tomorrows with Hope hosted by Support Services
- Added Aboriginal workshops in the curriculum's departments 'Learning Opportunities' for teachers; Richard VanCamp, 18th Annual Aboriginal Conference, Inquiry projects, Moe the Mouse
- Increase the number of Aboriginal content resources at the middle school level
- The district developed a new Achievement Contract Aboriginal goal

Métis Enhancement Project Year Three – Grade four student and teacher feedback

Year One: Wishart, Happy Valley, Saseenos, Port Renfrew, Willway participated in a two part Métis grade four curriculum project prepared by Metis Nation of Greater Victoria. Year Two: Ecole Poirier, Ruth King, David Cameron, John Stubbs participated in year two. Year Three: John Muir, Hans Helgesen, John Stubbs, Sooke, Ruth King Elementary. MEEP will be expanded to include additional lessons at the secondary level targeting grade 10/11/12 humanity classes at EMCS, Belmont, MTC, and WS FN Grad.



Figure 6



Figure 7

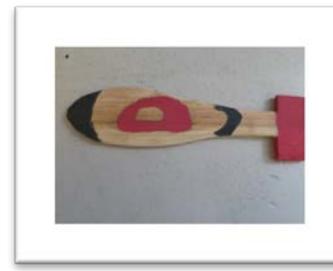


Figure 8

Goal: Aboriginal Ways of Knowing: to increase awareness and understanding of Aboriginal Ways of Knowing in both Aboriginal and non-Aboriginal students.			
Increase school role models from 37 in 2009-10 to 50 role model presentations	Aboriginal Education Department	2010-11 : 181 2011-12 : 235 2012-13 : 465	Yes
Increase BCFNS12 participants from 18 students to 25 students	How Are We Doing Report	17 students in 11/12	No
Offer FPE 10/11/12 at larger secondary schools or all four	2 of 4 secondary schools FPE10/11/12; increased from 15 to 42 students enrolled	Belmont- 16 'new' Westshore- 26	No
Increase BCFNS12 C+ or better from 50% to 61%	How are We Doing Report	35% C+ or better	No



Language Goal:

To increase knowledge of Aboriginal languages by Aboriginal and non-Aboriginal students.

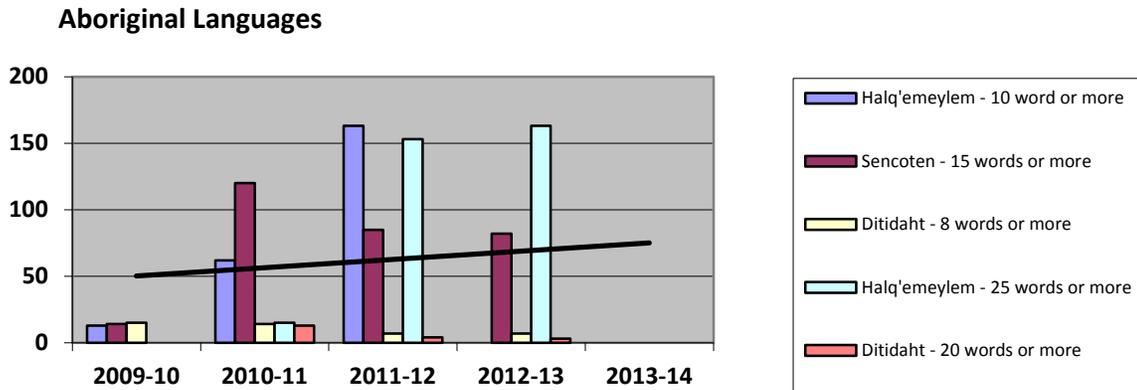


Figure 9- Target met to increase language awareness to 25 words

Scia’new First Nation elder has worked for numerous years teaching school children basic words in Halq’emeylem Language. Halq’emeylem Language lessons were taught before school to elementary, and now for the third year in the regular classroom to students at Hans Helgesen. Lavina Charles has two students that have surpassed her language curriculum. The program has been expanded to FN Grad Program 2011-12 and 2012-13.

On-line Aboriginal Language Sites:

Port Renfrew Elementary and T’Sou-ke Nation utilize First Peoples Voices as awareness for Ditidaht Language and Sencoten Language. One additional school currently uses FirstVoices Kids.

T’Sou-ke Nation Elder program

T’Sou-ke Nation provides curriculum from Sum-SHA-Thut-Lellum for FDK classrooms in three Sooke Elementary Schools starting in 2010-11. Eighty-two Kindergarten schoolchildren participated in Thursday Elder Project in five Full Day Kindergarten classrooms.

Kindergarten students surpassed expectations with Sencoten language. Aboriginal Education department will continue to support the program in three elementary schools as agreed by the nation.

Goal: to increase knowledge of Aboriginal language by Aboriginal and non-Aboriginal students.			
Increase 13 elementary students awareness of more than 10 words to 25 in Halq’emeylem	Halq’emeylem teacher classes before and during class; in-class ‘new’	163 HH students increased language; 13 WSCFL	Yes
Increase 14 students awareness of 15 words to 25 words in Sencoten	Elder Pilot Project focusing on Sencoten	82 Kindergarten participated	Yes
Increase baseline 15 students awareness of 8 words to 20 words in Ditidaht (Note: there were seven students participating.)	7 students enrolled at Port Renfrew; awareness of Ditidaht language	5 students learned ten words or more	n/a



Achievement Goal:

To enhance the achievement and success of Aboriginal students from Kindergarten to Grade 12 in academics as well as training for the trades and life skills.

Graduation Rates

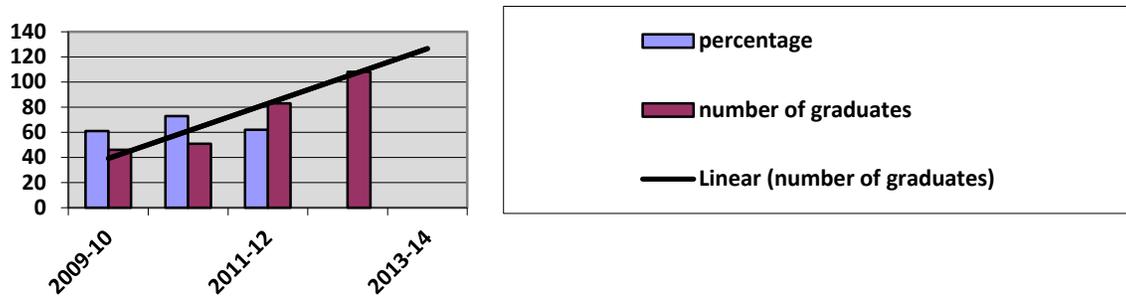
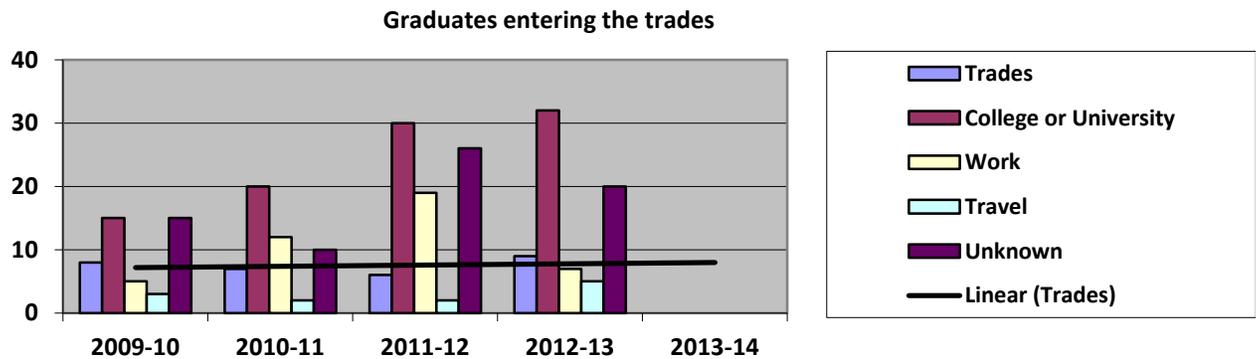


Figure 10- Number of Aboriginal students entering the trades not met.

BC First Nation Studies 12

Three secondary schools offer BC First Nation Studies 12 in at least one semesters.

Figure 11 College and/or University



Goal: to enhance the achievement and success of Aboriginal students from 'K' to Gr 12 in academics as well as training for trades and lifeskills.			
English 10 enrolment increase from 65 to 68 students	How are We Doing Report	61 students enrolled increased by 3	Yes
English 10 completion C+ or better from 37% to 53%	How are We Doing Report	Increased 16%	Yes
English 12 enrolment increase from 28 to 54 students	How are We Doing Report	54 students enrolled increased by 26	Yes
English 12 C+ or better from 57% to 30%	How are We Doing Report	30% C+; decrease by 27%	No
Foundations of Math 10 enrolment increase from 28 to 33 students	How are We Doing Report	33 students enrolled	Yes
Foundations of Math 10 completion C+ or better	How are We Doing Report	42% C+ or better	Yes
Biology 11 or 12		TBA	
Chemistry 11 or 12		TBA	
Physics 11 or 12		TBA	



Achievement Goal: (continued)

Elementary & Middle Reading

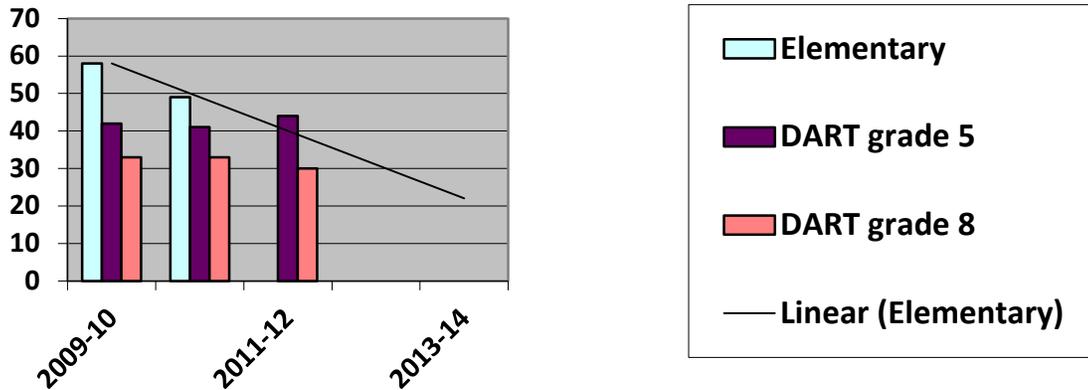


Figure 12- DART Elementary or Middle School target not met; Elementary L.A. results vary.

Goal: to enhance the achievement and success of Aboriginal students from 'K' to Gr 12 in academics as well as training for trades and lifeskills.			
Increase six year graduation rate from 67% to 70%	73% 2010-11; 62% 2011-12; % 2012-13	% 2012-13 TBA	No
Increase the number to five more students graduating in 2010-11	46 students graduated in 2009-10; 51 students graduated in 2010-11; 83 students graduated in 2011-12	108 students graduated in 2012-13	Yes
Increase the 8 students entering trades to 13 students	Track students at the school level	9 students	No
Increase elementary students meeting expectations in reading from 58% to 60%	n/a	n/a	n/a
Increase D.A.R.T. grade 5	D.A.R.T. data sheets	DART 5 42% to 44%	Yes
Increase D.A.R.T. grade 8	D.A.R.T. data sheets	DART 8 33% to 30%	No

- Increase ELL/ESD support in-classrooms with language development skills and oral language strategies.
- Focus Elementary Literacy teacher at one elementary school K/1.
- Re-focus Elementary teacher at one elementary school K-5.



Figure 13



Figure 14



Figure 15

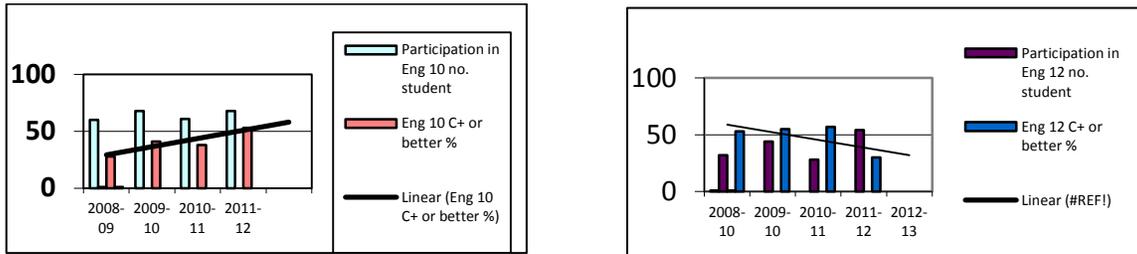


Figure 16- English results target met and increasing.

First Peoples English 12

Westshore Annex First Nation Grad Program and Belmont offers First Peoples English 10/11/12. The Aboriginal Education Department teachers continue to promote First Peoples English at schools effectively and directly to students. In 2013-14 school year three schools will have FPE on the timetables.

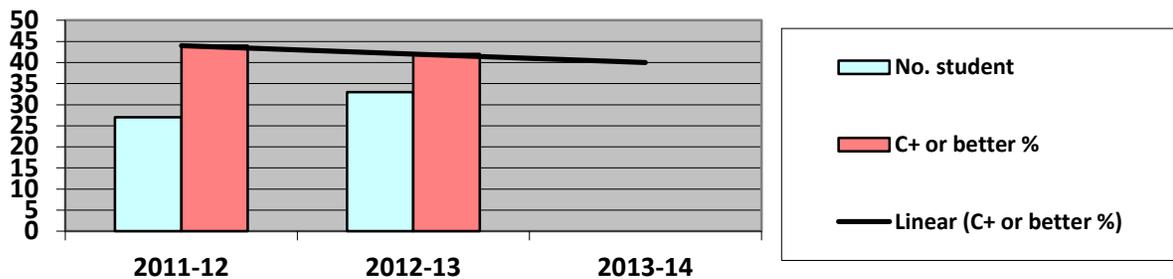


Figure 17- Foundations of Math 10. Baseline C+ or better 43%; 2012-13 C+ or better 42%

Aboriginal Education Department Recognition Ceremony

The graduation recognition ceremony was held at Camosun College, Na'tsa'maht in May. One hundred and eight graduates and families had the opportunity to celebrate success in a more traditional outdoor venue. Coast Salish honouring ceremonies were featured. The Aboriginal Education Department received positive feedback from students, families and partner group organizations and fully supported the cultural components. The committee collaborated with the Aboriginal Education Council stakeholders at monthly meetings and First Nation communities at planning meetings. An article was featured in the Times Colonist front page on the Moon family success on Sunday, June 9, 2013.

Quote: "I have never experienced a ceremony where I am from. Today was wonderful"
Graduate's parent

Class Act: "Harry Moon and his son, Raymond, suit up before their high-school graduation. "to me, it's something I never thought would happen," Harry says." Times Colonist, Sunday June 9, 2013



Success Stories: An increase in Aboriginal content is impacting the regular classroom:

Example One:

On May 14, 2013, Scia'new Nation, T'Sou-ke Nation, and Pacheedaht Nation acknowledged the board at a public board meeting for shifting education for the local Nations and all Aboriginal Children in schools. Each nation shared anecdotes to the board of trustees. A power point was shared locating the three nations on Coast Salish and Nuu-chah-nulth territories.

Example Two:

T'Sou-ke Solar Tours curriculum was developed by T'Sou-ke Smart Energy Group and classroom tours began in February 2013. Students are welcomed to the territory by an elder and learn about the extensive solar projects and energy conservation. The conservation workshops are fun and inclusive learning about complex energy ideas through storytelling, games, quizzes and hands-on activities. Students learned first-hand how First Nations follow traditions and values in respecting Mother Earth. Fifteen school classrooms participated in the tours.

Quote: "Thank-you T'Sou-ke Nation for the tour of your beautiful home. I love the way you guys use the solar power in a different way. You use solar energy instead of BC Hydro. I enjoyed the tour and meeting the staff. Andrew, thanks a lot for showing how you use your solar panels. I know two kinds of panels: one is solar voltaic panel which makes energy/electricity. Then there are solar hot water panels that heat water. Melanie and Angie thank-you for the story and Jeopardy." J.R.

Quote: "I think the solar panels are really cool and the solar hot water panels were cool too and it would make a big difference for the whole entire country! I think that Angie, Melanie, Andrew were awesome." "We will not have to pay the electricity bill or heating bill and we won't have that much climate change." Hannah

Quote: " We all enjoyed having the children visit us...As well as the solar and conservation workshops we also try to feature First Nation culture including visits to see the canoes and to understand what a midden is where the students try to visualize what life must have been like here hundreds of years ago. However, Toby the Eco Dog seems to be the favourite attraction. Toby likes to recycle plastic bottles." T'Sou-ke First Nation

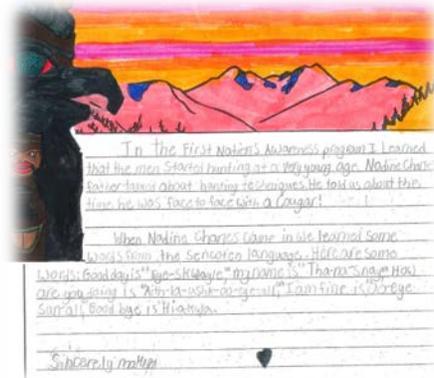
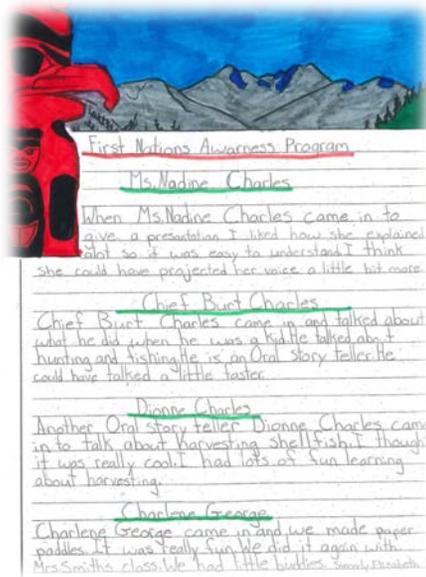
Quote: "An excellent program. Andrew did a great job. The students were really, engaged in both the outdoor program and the indoor program." Journey Middle School teacher



Example Three:

ØENENITEL PROJECT

The program is designed to bring local culture into the classroom taught by local First Nation territory role models. The teaching pedagogy included sharing circles, oral journals, storytelling, co-operative learning, and hands-on activities. The program covered a variety of PLOs from grade one science, and grade four language arts, science, and social studies. The program was presented to grade four and grade one classrooms. The program has four lessons: lessons one through three will teach local territory culture to grade four students and lesson four will involve grade four students mentoring grade one students. T'Sou-ke Nation and Scia'new Nation provided cultural safety guidance. The pilot was presented at Sooke Elementary which is on T'Sou-ke Nation territory.





Acknowledgement of Student Artwork

Title Page

- *Figure 1: Gabby N.* *EMCS*
- *Figure 2: Fawn L.* *First Nation Grad,
Westshore*
- *Figure 3: Kaitlin P.* *EMCS*
- *Figure 4: Freyja L.* *Lakewood*

Page one

- *Figure 5: Student Roses* *Westshore, FN Grad*

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- *Figure 6: Bryden B.* *Crystal View*
- *Figure 7: Students' Paddles,
Project with Charlene George* *Pacific*
- *Figure 8: Sara B.* *Millstream*

Page ten

- *Moon Family* *Westshore, FN Grad*
- *T'Sou-ke Solar Tours* *Metchosin Technical
Students*
- *J.O.H./Wishart Assembly* *Parent photo
permission*