

NA'TSA'MAHT ENHANCEMENT AGREEMENT ĆENŦEŦI MOON YEAR-END

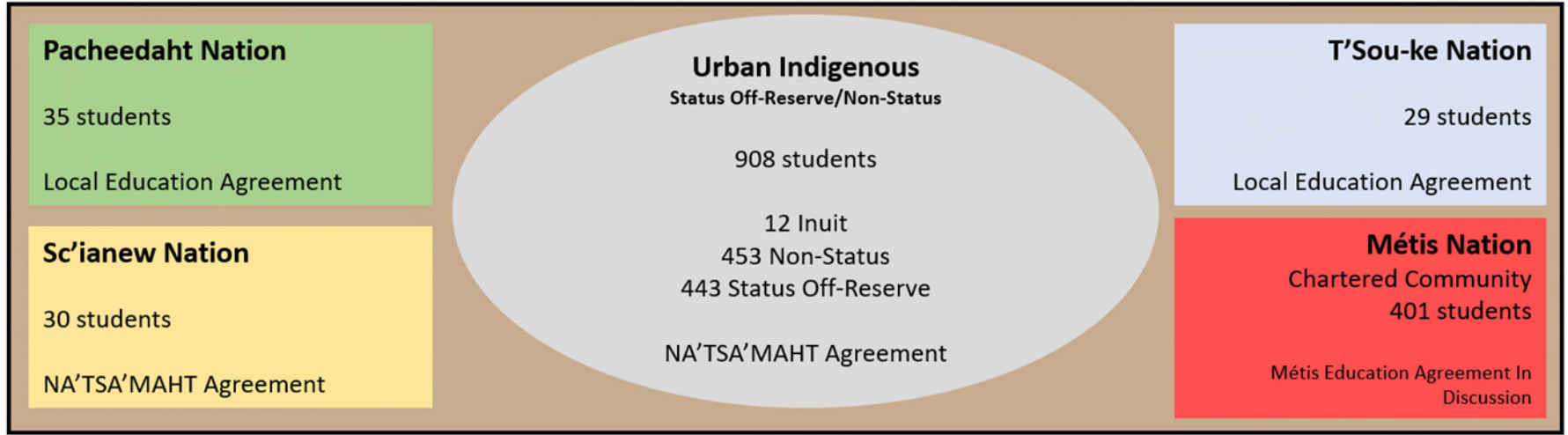
FINAL REPORT 2022/2023
JUNE 27, 2023





Visual Territory Acknowledgement – Artist Connie Watts

Four Posts of the SD62 Longhouse



PURPOSE OF ĆENŦEĶI MOON NEA YEAR-END REVIEW

- To review the annual progress of the One Mind and One Spirit Goals
- To highlight available evidence and actions of the year as we strive to address the objectives and intended outcomes of the agreement

Based on 2022-23 school year



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 2021/22 school year [HERE IS THE LINK](#).

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

NAT'SA'MAHT ENHANCEMENT AGREEMENT Timeline

- 1701 Data Collection
- EA Signing Celebration, Pacheedaht

- POL Land-based Days
- Item 2
- LEA – Pacheedaht
- Lacrosse Learning
- New Teacher Orientation

- Elder Program Starts
- Role Model Program Starts
- Supply Budgets Available

- NIE Solstice Gathering
- Middle / Secondary Pathway to Graduation Circles
- LEA – T'Sou-ke
- Camosun Trades Sampler

- 1701 Data Collection
- NEAR WEXES Review
- LEA - Pacheedaht

- POL Land-Based Days
- Métis Community Dinners
- 2022-23 Staffing Plan
- HOOBIYEE NIE Staff Learning
- Freedom to Gather: A VNFC Youth Gathering
- Equity in Action Surveys

- Urban Indigenous Community Dinner @ Ruth King
- T'Sou-ke Nation Dinner @ Saseenos
- Pacheedaht Nation Dinner
- Pathway to Graduation Circles
- POL Land-based days
- UVIC Visit for Secondary

- Graduation Celebration
- Tri-District Grade 12 Land Celebration
- Role Model Program Ends
- Elder Program Ends
- Supply Budgets Close
- POL – Royal BC Museum
- Four Posts Learning – NOIIE
- JCAM/FNESC Gathering

- Equity in Action School Reports Due
- Year-end Staff Learning Pacheedaht
- Ministry of Education Reports Due
- NEAR ĆENTEŪI Review at Board Meeting
- LEA – T'Sou-ke
- LEA – Pacheedaht
- Sc'ianew Nation Dinner @ Hans Helgesen
- Elder Legacy Project – Lavina & Earl

SEPT

OCT

NOV

DEC

JAN

FEB

MAR

APR

MAY

JUNE

ONE MIND

To progress individual Indigenous Students success K-12, Leading to a Dogwood Diploma and Supporting Pathways to Employment beyond graduation that reflect student choice and voice

HIGHLIGHTS:

- 'Equity' is a value in SD62's Strategic Plan; each school has an Equity in Action plan; some Equity in Action District initiatives are at the beginning stages i.e.. Equitable hiring
- in 2021-22 school year, the 6-year graduation rate:
 - 75% for Indigenous students whereas non-Indigenous students was 93% (18% difference)
 - 46% for on-reserve learners vs. 93% non-Indigenous (47% difference)
- waiting for Ministry of Education's direction on applying credits for cultural experiences
- implementation of Pathway to Graduation meetings throughout Elementary, Middle, and Secondary Schools is bringing awareness to learning needs of each student
- according to the Student Learning Survey both grade 10 and 12 students of Indigenous and non-Indigenous ancestry do not feel schools are preparing them for jobs or post-secondary schooling
- employment opportunities for Indigenous graduates are not being measured

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 Learning Environment & Pedagogical Core
- Transportation Grants for on-reserve learners, for To/From school and Extracurricular activities
 - Grant Based on Nominal Roll (Living On-Reserve) Sept 2022: **94** students
- Indigenous families/students access monthly city bus passes to get to school
 - **306** monthly bus passes this year = approx. \$14,000 funded from Affordability funds and BCTEA funds
 - Working on relationship with BC Transit

ACTIONS - September to January

- Schools have access to **6.0** Teacher On-Call release days to support implementation of *Equity in Action* goal(s)
- Conversations regarding equitable hiring practices happening with Human Resources & Senior Management
- Principals & Vice-Principals participating in *the 5-part Learning Series: Examining Culturally Responsive Learning Environments* with Carolyn Roberts

ACTIONS - February through June

- *SD62 Student and Family Equity in Action Student Surveys* take place in March/April
- Community Dinner Events: Westshore Métis Gathering; Sooke Métis Gathering; Belmont Family of Schools Celebration; Sooke Family of Schools Celebration; Pacheedaht – School Information Dinner with Parents; Hans Helgesen/Sc'ianew Nation Dinner
- NA'TSA'MAHT Tri-District Land-Based Celebration
- *Equity in Action Year End School Reports*
- District undergoing external Equity, Diversity and Inclusion Audit

A blue circular logo with the text "ONE MIND" in white capital letters.

ONE MIND

Objective 2:

Indigenous students achieve a Dogwood Diploma within six years

DATA

SIX-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal			Difference
	All Students %	Female %	Male %	All Students %	Female %	Male %	
2017/18	69	75	62	82	86	78	13%
2018/19	72	79	67	87	89	85	15%
2019/20	72	71	74	86	87	85	14%
2020/21	71	80	61	91	92	90	20%
2021/22	75	70	79	93	93	93	18%

18%
Difference in
2021/22

All
Indigenous
Learners

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.

Six-Year Completion Rate: Aboriginal/Non-Aboriginal

47%
Difference in
2021/22

On-Reserve
First Nation
Learners

Non-Indigenous SD62	On Reserve SD62	On Reserve BC Provincial
93%	46%	62%

Objective 2:

Indigenous students achieve a Dogwood Diploma within six years



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ACTIONS - September to January

- Each School has an Indigenous Principal/Vice-Principal (PVP) Lead
- NA'TSA'MAHT Indigenous Education PVP facilitated Secondary & Middle Schools '*Pathway to Graduation*' Circle Meetings focusing on Attendance, Academics, Engagement & Wellness
- Ongoing consultation with 4 Posts Advisory (Sc'ianew Nation, T'Sou-ke Nation, Pacheedaht Nation, Métis Nation of Greater Victoria)
- Local Education Agreement (LEA) Meetings with T'Sou-ke Nation, Pacheedaht Nation and respective LEA schools
- NA'TSA'MAHT Education Teachers staffed at each Middle & Secondary School – focus on academics

ACTIONS- February through June

- Developed Individual Learner Profile NIE Programming Tracking Tool for implementation in 2023-24 year.
- Facilitated Elementary Schools '*Pathway to Graduation*' Circle Meetings focusing on Attendance, Academics, Engagement & Wellness
- Completed 2nd PVP Secondary & Middle Schools '*Pathway to Graduation*' Circle Meetings to reexamine student Attendance, Academics, Engagement & Wellness

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

ACTIONS - September to January

- 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

ACTIONS - February through June

- Continued gathering information from the Ministry of Education regarding cultural credits
- Continued to support schools in granting credits for cultural learning experiences

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ONE MIND

Objective 4:

Respond to the diverse learning needs of each Indigenous student

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DATA

- 'Pathway to Graduation' Circle Meetings cover/influence/un-pack individual student gifts & needs
- Distinct School *Equity in Action* Goals focus on Indigenizing the Learning Environment & Teacher Pedagogy
- Increasing # Indigenous Students enrolled in Middle School Blended Learning Program

Alternate Programs:

- **As of June 2023, 103** Indigenous compared (**+23 since February**) to **143** non-Indigenous students in Alternate Programs. Indigenous students currently represent **43%** of all students in alternate programs in 2022/23

- **As of February 2023: 80** Indigenous compared to **121** non-Indigenous students in Alternate

In 2021/22: 40% of students in alternate programs identify as being of Indigenous ancestry (2021/22 HAWD Report p. 7)

- Indigenous students with disabilities or Diverse Abilities (12 Categories) make up 21% of SD62's total (2021/22 HAWD Report p. 8)

ACTIONS - September to January

- Middle School Blended Learning Program expanded to Milne's Landing Family & Pacheedaht Nation
- Realization of increasing number of Indigenous Students transferring to Westshore Secondary since September
- *Jordan's Principle* Consultation Meetings with SD62 Inclusive Education Department & Victoria Native Friendship Center
- Consulted with neighbouring School Districts & Ministry of Education on how to support those wanting to learn Indigenous Languages in Gr 5-8 in lieu of Core French
- Department Heads consulted with SD62 Major Capital Lead regarding new school design considerations
- Public Thought Exchange for suggested Name of new school

ACTIONS - February to June

- Followed up on 'actions' from first Middle & Secondary 'Pathway to Graduation' Circle Meetings
- Ongoing review Blended Learning Program & ways to support Indigenous pedagogy
- Analysis of *Equity in Action* Student and Family Survey Results – May
- Establishing SD62 *Jordan's Principle* Flow Chart to better field questions and support interested families - will be available next school year
- Promoted available Indigenous Student Scholarships & support application process
- Thoughtfully created staffing plan to reflect student demographics & needs for 2023-24 school year

Objective 5:

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

DATA

2021-22 STUDENT LEARNING SURVEY RESULTS % of 'All of the time or many times' responses	Grade	Ab %	Non-Ab %	HAWD Page #
Satisfied school is preparing you for a future job?	10	27%	31%	p. 53
	12	Msk	21%	p. 55
Satisfied school is preparing you for Posts-secondary?	10	38%	39%	p. 53
	12	Msk	38%	p. 55

ACTIONS - September to January

- Discussions with SD62 Pathways & Choice Department & Human Resource Department regarding Post-secondary options & employment opportunities for youth
- Distribution of scholarship opportunities for youth to Four Posts Advisory Group, NA'TSA'MAHT Education Teachers & Secondary School Counsellors to share with students
- Ongoing relationship building with Posts-secondary partner groups; Royal Roads University joined NA'TSA'MAHT Education Council
- Camosun Trades Sampler via Aboriginal Service Plan - Dec 1, 2022

ACTIONS - February to June

- UVIC/Camosun First Peoples House Visit on April 12th
- SD62 Pathways & Choice Staff invited to attend NA'TSA'MAHT Family Gatherings
- SD62 Human Resource Department attended NA'TSA'MAHT Family Gatherings in March & April
- SD62 Posts-Secondary Partner groups invited & some attended NA'TSA'MAHT Family Gatherings in March & April
- NA'TSA'MAHT Education Teachers supported student scholarship application packages
- Sc'ianew Nation students Gr 10-12 visited the Beecher Bay Ocean Resources for a career information event

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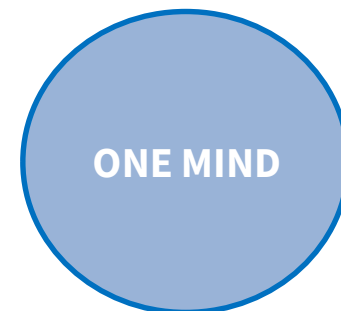
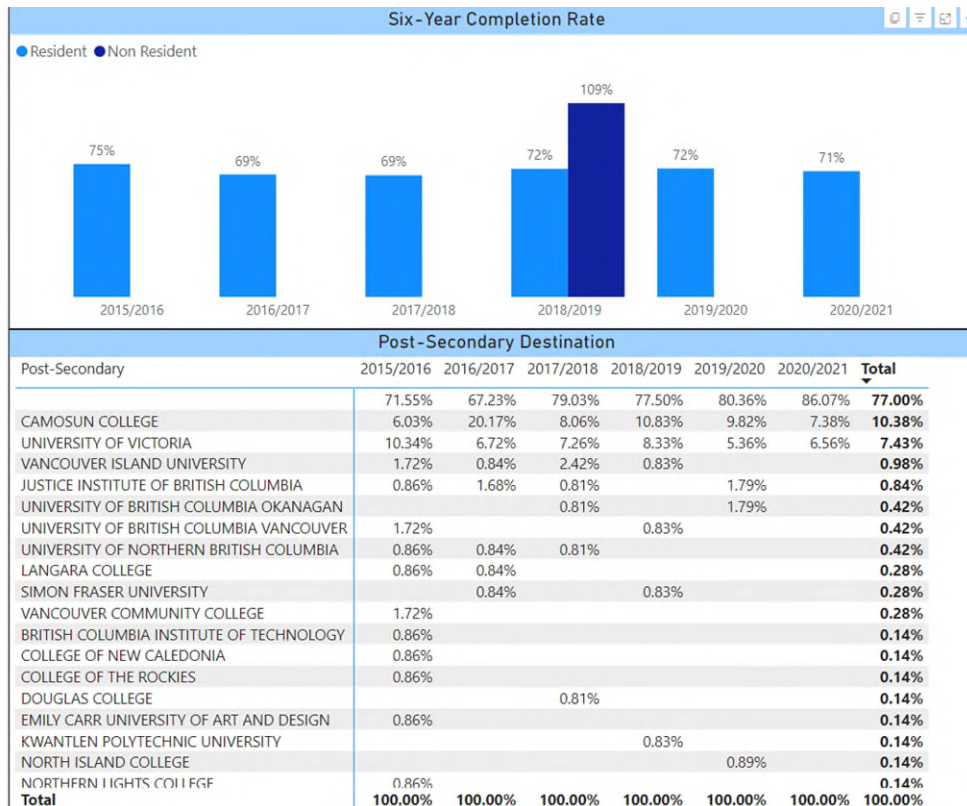
Students are accessing a variety of post-secondary opportunities throughout B.C. The majority of Indigenous students remain local and attend Camosun College or University of Victoria for their post-secondary experiences.

This is an example of the powerful relationships fostered within the SD62 NIE Council as many students experience positive transition opportunities with our local institutions.

With a forward-looking lens:

- Improving connections to other universities across the province could be broadened to allow our student opportunities for exposure and access to other program opportunities.
- Supporting students with their application process and navigating the structures and processes of post-secondary.

Transitions to Post-Secondary: Destinations



Objective 6:

Promote SD62 employment opportunities for Indigenous graduates

DATA

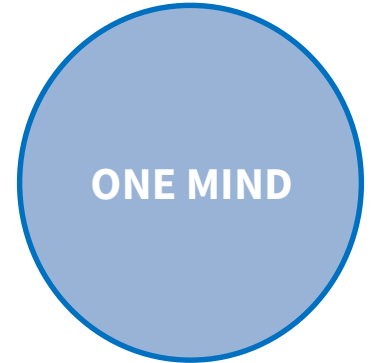
- We know some SD62 Indigenous graduates are currently working in SD62 yet do not have data on staff ancestry
- No data source for employment opportunities yet

ACTIONS - September to January

- Discussions with SD62 Pathways & Choice and Human Resource Department about how to best share SD62 pathway & employment opportunities with youth
- Signed Letter of Understanding with CUPE NA'TSA'MAHT Classroom Program Assistants which includes 'hiring priority of ancestry or knowledge of the Four Posts (T'Sou-ke, Sc'ianew, Pacheedaht & Métis Nation); 2nd priority to Indigenous applicants; 3rd other

ACTIONS - February to June

- SD62 Human Resource Department attended T'Sou-ke Nation Career Fair
- SD62 Pathways & Choice Staff were invited to attend NA'TSA'MAHT Family Gatherings
- SD62 Human Resource Department attended various NA'TSA'MAHT Family Gatherings
- Anonymous SD62 Employment Equity Survey results may provide statistics on how many SD62 employees identify as being of Indigenous ancestry



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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:

- 'equity' is a value in SD62's Strategic Plan; each school has an Equity in Action plan; some Equity in Action District initiatives are at the beginning stages i.e. equitable hiring
- Feelings are of concern of 'sense of belonging' for Indigenous and non-Indigenous youth at the grade 4, 7, and 10 level; particularly for Indigenous youth in grade 7 and grade 10 (information from 2021-22 Student Learning Survey)
- Increasing knowledge of First Nations, Métis and Inuit languages continues to be an area for growth
- Learning about First Nations, Métis and Inuit histories and contemporary practices requires greater attention across all grade levels as 2021-22 Student Learning Survey results are low for both Indigenous and non-Indigenous youth at the grade 4, 7, and 10 level (32-51%)
- No dedicated District Wide Non-Instructional Day focused on enhancing First Nation student learning outcomes as required by the BC Tripartite Education Agreement 4.17
- Ongoing consultation with 4 Posts Advisory to develop practices to celebrate student success in culturally inclusive ways

Objective 1:

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

DATA

- Each school has an *Equity in Action* team to implement goals connected to the Learning Environment & Pedagogical Core
- No SD62 Smudging protocol in place
- Currently applied for Human Rights Exemption
- SD62 Employment opportunities promoted through District Facebook & with Four Posts Advisory Group

ACTIONS - September to January

- Schools have access to 6.0 teacher on call release days to support implementation of *Equity in Action* goals
- District Level Employment Equity Committee struck to support the development of equitable hiring practices
- *Examining Culturally Responsive Learning Environments* PVP 5-part Learning Series with Carolyn Roberts

ACTIONS - February through June

- *Equity in Action Student Survey & Equity in Action Parent Survey* in April & May
- *Equity in Action Year-End School Report* completed in June
- District wide external Equity, Diversity and Inclusion Audit
- SD62 Applied for Human Rights Exemption for Equitable Hiring practices language



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Objective 2:

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

DATA:

2021-22 STUDENT LEARNING SURVEY RESULTS % of 'All of the time or many times' responses	Grade	Ab %	Non-Ab %	HAWD Page #	Thoughts?
Do you like school?	4	63%	59%	p.43	
	7	34%	45%	p. 50	*Very low %
	10	18%	41%	p. 52	*Significant difference & drop from grade 7
	12	50%	49%	p. 54	
Feel safe at school?	4	67%	76%	p. 49	*Large difference
	7	66%	72%	p. 51	
	10	56%	79%	p. 53	*Significant difference
	12	83%	87%	p. 55	
Two plus adults that care about you at school?	4	67%	62%	p. 49	
	7	53%	50%	p. 51	
	10	46%	58%	p. 53	

A circular logo with a teal background and white text that reads "ONE SPIRIT".

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Objective 2:

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

ACTIONS - September to January

- NIE staff at all school sites with consistent weekly schedules connected to each student
- Elder In-Residence Program (Secondary; Middle; Rotational; Elementary)
- School Based NIE Supply Funds for Project based learning & bulletin boards
- School Based NIE Honoraria Funds for Role Model Program
- Promotion of NIE Resources on Engage
- NIE District Weekly & NIE PVP Monthly Memo
- Consultation with local FN for Artwork for PEXSISEN Elementary & Centre Mountain Lellum Middle School
- Principle of Learning Intermediate Land-based Learning Pilot (Sooke, Saseenos, HH, Savory, Willway)
- Resource Purchases for Schools: *Wayi Wah!* by Jo Chrona, Elementary: Strong Readers Set; Middle: *Under the Sun* & Lacrosse Set
- New Grad Course Requirement at Secondary - teacher network meetings with Curriculum Transformation Department
- Department Heads consulted with SD62 Major Capital Lead regarding new schools' design considerations
- Public Thought Exchange for name suggestions for new elementary school

DATA

Role Model Program Funds

Schools utilized, on average, 76.4% of their school-based targeted funding budgets

600 presentations were shared by Role Models in the 2022-23 school year

Supply Funds

Schools utilized, on average, 75.9% of their school-based targeted funding budgets

ACTIONS - February to June

- Drumming Series at Ruth King, Savory, David Cameron, Colwood, Spencer, Belmont, Willway
- NA'TSA'MAHT Community Dinners – featured culture & language
- School District Attendance at Pacheedaht Nation Culture Nights
- School Staff Attend Drumming Circle at Hulitan Family & Community Services Society
- Began consultation with Local FN regarding name suggestions for new school(s)
- *Equity in Action Student & Family Survey Results*

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Objective 3:

Increase knowledge of First Nations, Métis and Inuit languages

DATA

- Each school has an *Equity in Action* team to implement goals connected to the Learning Environment & Pedagogical Core

ACTION - September to January

- 4 Posts Advisory Culture & Language Consultation
- T'Sou-ke Nation Kindergarten SENĆOŦEN Program for Elementary Family of Schools
- T'Sou-ke & SD62 Partnership: SENĆOŦEN Number & Animal Legacy Videos & Corresponding Document with imagery & text
- Respond to individual school requests for language with support of local Elders
- School Based NIE Honoraria Funds for Role Model Program
- School Based Supply Funds for bulletin boards
- NIE District Weekly & NIE PVP Monthly Memo
- NIE Language Resources on Engage
- Consultation with SD63 regarding SENĆOŦEN
- Kookum In-Residence teaching Michif (Métis language)

ACTIONS - February through June

- *Equity in Action Student Survey & Equity in Action Parent Survey* in April & May
- *Equity in Action Year End School Reports* completed in June
- District undergoing external Equity, Diversity and Inclusion Audit
- Ongoing Language & Culture Legacy Projects with Elders – Lavina Charles filming this summer



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Objective 4:

Increase knowledge and appreciation of First Nations, Métis and Inuit histories and contemporary practices

DATA

- Each school has an *Equity in Action* team to implement goals connected to the Learning Environment & Pedagogical Core

2021-22 STUDENT LEARNING SURVEY RESULTS % of 'All of the time or many times' responses	Grade	Ab %	Non-Ab %	HAWD Page #	Thoughts?
Are you learning about First Peoples at school?/At school, are you learning about Indigenous Peoples (First Nations, Inuit, Métis)?	4	51%	40%	p. 43	
	7	34%	33%	p. 50	
	10	38%	42%	p. 52	
	12	38%	32%	p. 54	MofE Course in effect for 2022-23

ACTION - September to January

- Schools have access to 6.0 FTE release days to support implementation of *Equity in Action* goal
- Examining Culturally Responsive Learning Environments PVP 5-part Learning Series* with Carolyn Roberts
- Began creating Local First Nation Math Resources based on Oral History
- Starting 2023-24 school year all secondary students pursuing the Dogwood Diploma are required to complete 4 credits of Indigenous-focused coursework to graduate

ACTIONS - February through June

- Equity in Action Student Survey & Equity in Action Parent Survey* in April & May
- Equity in Action Year End School Report* in June
- District undergoing external Equity, Diversity and Inclusion Audit
- Joint project between SD62 & SD63 to create WSÁNEĆ Oral Histories Legacy Video(s) with corresponding lessons for classroom use
- Ongoing discussions with local Nations for land-based field trips in-community showcasing contemporary practices



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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

DATA

- Strategic Plan values of Equity, Diversity, and Inclusion
- No dedicated District Wide Non-Instructional Day focused on enhancing First Nation student learning outcomes as required by the BC Tripartite Education Agreement 4.17

ACTION - September to January

- NA'TSA'MAHT Enhancement Agreement Signing Event streamed district with information package
- Principals & Vice-Principals are participating in *the 5-part Learning Series Examining Culturally Responsive Learning Environments* with Carolyn Roberts
- Each School was gifted a copy of Jo Chrona's book *Wayi Wah!*
- Sooke Teachers Association Professional Development Offerings
- NA'TSA'MAHT Indigenous Education Department staff learning – talking circles, SENĆOŦEN animals, colours, beading, winter solstice, Jo Chrona's book, Strong Body & Mind, Pathways to Graduation Circle Meetings
- NA'TSA'MAHT Indigenous Education Department optional staff learning – Monique Gray Smith & Jo Chrona series; HOOBIYEE; [Every Child Matters - 4 Seasons of Reconciliation](#)

ACTIONS - February to June

- Framed NA'TSA'MAHT Enhancement Agreement for each school site; event to planned for the fall
- CUPE Professional Development included *Examining Culturally Responsive Learning Environments* with Carolyn Roberts
- Sooke Teachers Association Professional Development Offerings
- District undergoing external Equity, Diversity and Inclusion Audit



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Objective 6:

Celebrate success in SD62 schools & communities in culturally inclusive ways

DATA

Graduation Celebration:

- Grade 12 student and parent survey results were balanced resulting in both a land based & graduation celebration
- Four Posts Advisory Consultation preferred land-based events, with food and for all students & families
- NA'TSA'MAHT Education Council recommendations were balanced

Community Dinners:

- Well-received from last year: community prefers to celebrate over food and with all students & families
- Lack of Métis engagement in Westshore / Sooke informed the need of bringing this community together (400 students)

ACTION - September to January

- Consultation with Four Posts Advisory
- Consultation & Recommendations through NA'TSA'MAHT Education Council
- Established Planning Committees for NA'TSA'MAHT / Métis Community Dinners

ACTIONS - February to June

Graduation Celebration:

- Grade 12 Graduation Celebration Event & Special Drum Gift – May 24th
- Indigenous Valedictorian for each Secondary School
- Secondary Schools included Elder Welcomes
- 300 guests

POL Celebrations:

- Elementary POL celebrations in May at Goldstream Park and Tod Inlet
- Secondary Land based Tri-District (SD62, SD62, SD63) event at Camp Thunderbird – May 31st

Community Dinners:

- NA'TSA'MAHT Community Dinners (Ruth King 200 guests, Saseenos 70 guests, Hans Helgesen 200 guests)
- Métis Community Dinners (Poirier 70 guests, John Stubbs 200 guests)
- NA'TSA'MAHT Community Learning (Pacheedaht Nation 70 guests)
- Freedom to Gather: A VNFC Youth Gathering Student Event – March 27-29



Summary

Through the ĆENFEĶI Moon Review it is evident that Actions in 2022-23 have been student-centered, 4 Posts Advisory consultations utilizes a distinction-based approach, First Nations Education Steering Committee (FNESC), and school success for Indigenous students is a collective responsibility.

