



SOOKE 62
SCHOOLS
Shaping Tomorrow Today

NA'TSA'MAHT ENHANCEMENT AGREEMENT

2022 – 2027



Sooke School District acknowledges the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.

We recognize these territories, the First Nations people and thank them for sharing this beautiful land.

HÍSWĶE / Hych'ka

Kleco Kleco / ʔekoo ʔekoo!

Gilakas'la

Marsee

Thank you





'Harmonious' Territory Acknowledgement. Artist: Connie Watt

VISUAL 'HARMONIOUS' TERRITORY ACKNOWLEDGEMENT ARTIST STATEMENT CONNIE WATTS

'The artwork Harmonious was inspired by the traditional territories that Sooke School District resides. They are the T'Sou-ke Nation (Sooke), the Sc'ianew Nation (Beecher Bay), and the Pacheedaht Nation (Port Renfrew). It is meant to celebrate the holistic, respectful, and balanced relationship that the Sooke School District strives towards with the Nations.

Harmonious honours the name sake for each Nation both in text and visually: Pacheedaht translates to English as "Children of the Sea Foam"; T'Sou-ke is the name of the Stickleback fish; and Sc'ianew translates into English meaning "big fish." This recognition reflects the thankfulness of the Sooke School District for the advice, guidance, and generosity that each of the Nations bring to the programming in each of the schools.

The Nations have a deep connection to the land. The Nations territory is diverse with impressive geography. It is a place of giant trees in an oceanfront rainforest, grand mountain peaks, deeply indented with inlets, and fairly extensive coastal plains. The art ties this visually to the philosophy of "we are all one" through the movement of the split-u to the spiraling swoops that connect the Thunderbird, Killer whale, and the sun. The copper speaks to the richness of the Nations culture, knowledge, and communities. The accent colours tie this historically abundant ways of knowing to today. The Nations ingenious ways provide a strong foundation for the Sooke School District.'

Artist Connie Watts - Connie Watts is the Associate Director, Aboriginal Programs at Emily Carr University of Art + Design. She is an interdisciplinary artist, writer, curator, educator, and designer of Nuuchahnulth, Gitksan and Kwakwaka'wakw ancestry. Born and raised in Campbell River, Connie has a Bachelor of Interior Design from the University of Manitoba, and a BFA from Emily Carr.



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Creator Great Spirit,

We thank you for today and every day and the blessings of each day. The blessing of the families and children in our communities. The leaders in our communities. The educators in our schools who teach our children - sharing their wisdom and knowledge. We thank the Elders and Role Models who help guide with the teachings of our Ancestors, to walk the good road - to walk together with care with kindness with compassion for one another and for Mother Earth with Ayé Shqal-a-wen – Na'tsa'maht Shqal-a-wen.

Elder Shirley Alphonse



○ SIA'M (Honoured People)

INTRODUCTION

The Sooke School District is extremely fortunate to live, learn, and play on the traditional territories of the local First Nations. SD62 also acknowledges the contributions of the Métis, Inuit, and our other urban Indigenous partners that reside in these territories, shaping and strengthening these beautiful lands.

Sincere thanks to the Na'tsa'maht Enhancement Agreement Renewal Advisory Team. Their commitment and dedication to engage in the renewal process and ensure that we conducted a thorough analysis of the responses has shaped and enriched the agreement as we recommit to the revised goals, objectives, and outcomes for the next five years.

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

MESSAGE FROM THE NA'TSA'MAHT EDUCATION COUNCIL (NEC)

We, the Na'tsa'maht Education Council commit to work together to share opportunities to enhance student learning and engage families. We are representatives for our nations and organizations and report back on the progress of the NEC to our respective groups, regularly engaging our nation or organization in the work of the council. We operate in a manner that is respectful and inclusive of all Indigenous Peoples, First Nations, Métis, and Inuit as well as those Indigenous Peoples that have come to Canada from another country. We monitor and provide insight and recommendations into the Na'tsa'maht Indigenous Education Operational Plan for the purpose of supporting and achieving the goals, objectives, and outcomes of the Na'tsa'maht Enhancement Agreement.

We view student success as integral in relation to a healthy and safe educational experience that promotes a proud form of cultural expression that is open to Indigenous and non-Indigenous alike. We believe in honouring and acknowledging the local treaties: T'Sou-ke Nation and Sc'ianew Nation including Pacheedaht Nation as territorial peoples. We promote and support inclusive programming for all Indigenous and non-Indigenous students from Kindergarten to Grade 12.

The Indigenous Communities, as well as the Sooke School District, who form the Na'tsa'maht Education Council, acknowledge and honour the First Nations in whose territories they work and study. We, as members of the Na'tsa'maht Education Council, recognize and support the historical and contemporary importance Indigenous Peoples place on the preservation of their culture and language.





CONTEXT AND COMMITMENT

WHO WE ARE:

The Sooke School District is the fastest growing school district on Vancouver Island and one of the fastest growing districts in British Columbia. The District operates in five municipalities: Langford, Colwood, Metchosin, Sooke, and the Highlands and acknowledges the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. The district also recognizes some of our schools reside on the traditional territory of Esquimalt Nation and Songhees Nation. In 2022, the district employed approximately 1,800 educators and support staff and had an operating budget in excess of \$140 million with a student population of over 12,000. There were 1,220 Indigenous students attending schools in SD62 (10% of the student population). Of the 1,220 Indigenous students, 96 were registered Nominal Roll students (8%) living on reserve. Of the remaining 738 Indigenous students, 386 were of Métis ancestry (32%). The District has a Strategic Plan (2021-2025) that looks ahead to the future and focuses on three priority areas: Learning, Engagement, and Growth.



DISTRICT VISION AND MISSION:

The District honours student voice and choice through engaging, purposeful, and experiential learning in a safe and respectful community. SD62's mission is to help develop informed, literate, and resilient citizens through engagement in a safe, respectful, inclusive, and responsive SD62 learning community.

A photograph of a group of people, including an elderly man in the foreground, holding up red fabric items. The background shows other people and a mural. The image is overlaid with a dark blue gradient and white text.

WE VALUE:

RELATIONSHIPS
CHOICE
RESPECT
INTEGRITY
TRUST
SAFETY
DIVERSITY
EQUITY



OUR COMMITMENT:

The Sooke School District is committed to achieve parity between Indigenous and non-Indigenous students' annual Six-Year Completion Rate leading to a Dogwood Diploma.

"The 6-Year Completion Rate Dogwood or Adult Dogwood (2016/17 to 2020/2021) is 71% Indigenous as compared to 91% non-Indigenous (5-year range is 68-72% for Aboriginal students)"

B.C. Education System Performance – Sooke School District: Completion Rates (gov.bc.ca): 2021, P. 36

TRUTH AND RECONCILIATION:

The publications from the Truth and Reconciliation Commission have stressed the role each individual must take in the decolonization of society – roles that act in ways of decolonizing in solidarity with Indigenous people. It is a public commitment. For more information please visit: www.trc.ca

"To the Commission, reconciliation is about establishing and maintaining a mutually respectful relationship between Aboriginal and non-Aboriginal peoples in this country. For that to happen, there has to be awareness of the past, acknowledgement of the harm that has been inflicted, atonement for the causes, and action to change behavior."



Honouring the Truth, Reconciling for the Future, Summary of the Final Report of the Truth and Reconciliation Commission of Canada: 2015, P. 6-7)

CALLS TO ACTION

The following Calls to Action specifically focus on the work ahead as it relates to the goals, objectives, and outcomes of the Na'tsa'maht Enhancement Agreement.

- 57.** We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.
- 62.** We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:
- i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.
 - ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
 - iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.
 - iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.
- 63.** We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:
- i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
 - ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
 - iii. Building student capacity for intercultural understanding, empathy, and mutual respect.
 - iv. Identifying teacher-training needs relating to the above.

Truth and Reconciliation Commission of Canada: Calls to Action: 2015, P. 7 & 11

PROFESSIONAL STANDARDS FOR BC EDUCATORS STANDARD 9

In 2019, a ninth Standard was added for BC Educators. This professional standard requires educators to embed indigeneity within their pedagogy.

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

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

Professional Standards for BC Educators: BCTF: 2019, P. 5



THE MINISTRY OF EDUCATION'S EQUITY IN ACTION PROJECT

The 'Equity in Action Project' represents some of the current directions SD62 is taking to address systemic barriers impacting Indigenous student achievement. A focus on 'equity of opportunity' and a co-constructive approach is driving a review of practices and policies that may be creating obstacles for Indigenous learners. District and school-based Equity in Action Teams engage in conversations annually for the purpose of implementing systemic changes that create conditions of success for all Indigenous students.

Equity in Action Project – Province of British Columbia
(gov.bc.ca)

TOGETHER WE WILL FOSTER
INDIGENOUS STUDENT
SUCCESS THROUGH THE
LENS OF EQUITY.





OUR JOURNEY TO RENEWAL

THE PROCESS BEGAN IN FEBRUARY WITH THE FORMATION OF THE RENEWAL ADVISORY TEAM. THE TEAM INCLUDES REPRESENTATIVES FROM LOCAL FIRST NATION COMMUNITIES, MÉTIS NATION OF GREATER VICTORIA, AND THE SCHOOL DISTRICT.

LOGO AND ARTWORK

The Advisory Team recommitted to the artwork that was incorporated into the 2016 Na'tsa'maht Enhancement Agreement. This includes the logo, *The Cycle of Life* which is a contemporary design by Kwakwaka'wakw artist Rande Cooke. This was commissioned for the Sooke School District's first Aboriginal Enhancement Agreement created in 2009. In Rande's design, the salmon reflect the four colours of the Medicine Wheel: white, yellow, red and black. The medicine wheel which guides Indigenous Ways of Knowing and Being, represents the four races of the world, the four aspects of the human body and the four directions. The renewed agreement also includes original designs by Charlene George from T' Sou-ke Nation and Weyla Chipps-Roy from Sc'ianew Nation. These designs were also part of the previous agreement.

New artwork designed by Emily Hanna has been included in this agreement. Emily is an eighteen-year-old Métis student in grade twelve at Belmont Secondary School. For her Capstone project, she challenged herself to paint a rendition of *The Thirteen Moons* in order to educate others on the Coast Salish lunar calendar. Included in her thirteen-part series are detailed gold coloured Coast Salish design principles in each Moon, showcasing respect and acknowledgment towards the First Nations whose land we live on. The dot art around each border is symbolic of the Métis Nation's traditional craft of beadwork, incorporating Emily's Métis culture in which she is actively exploring. The Na'tsa'maht Indigenous Education Department recognizes and honours Dave Elliot from the Tsartlip Nation for his original designs of *The Thirteen Moons*.



TERMS OF REFERENCE AND THE CONSULTATION FRAMEWORK

The Advisory Team agreed that the following *Terms of Reference* would guide the consultation process:

- Revisit the current goals in the Enhancement Agreement, ensure the goals continue to create equity and enhance opportunities for Indigenous students and families.
- Ensure that all partners and stakeholders understand the relationship between the Na'tsa'maht Enhancement Agreement and the Na'tsa'maht Indigenous Education Department's Operational Plan and SD62's Strategic Plan.
- Ensure that the Enhancement Agreement reflects the collective voice of all partners and stakeholders.

Jon Carr, the author of the 2016 Enhancement Agreement and now SD62 District Principal, Na'tsa'maht Indigenous Education, provided insight into the consultation framework that occurred in 2016. The Advisory Team agreed on a similar consultation framework in early 2022 which included:

- Student forums conducted at all Middle and Secondary Schools in April and May 2022.
- Community Consultation Dinner Gatherings at both Saseenos Elementary School (April 11th) and Ruth King Elementary School (April 12th).
- Family, community, SD62 employee and partner group surveys conducted in April.

The consultation process focused on two main questions:

- Do the One Mind Goal and One Spirit Goal continue to create equity and enhance opportunities for Indigenous students and families?
- What ideas or suggestions should be considered as we enrich and recommit to the Na'tsa'maht Enhancement Agreement?

There is an interconnectedness between the Na'tsa'maht Enhancement Agreement and the Na'tsa'maht Indigenous Education Department's Operational Plan. Success indicators are embedded in the Na'tsa'maht Indigenous Education Operational Plan. These were shared with families, communities and partners so that they could make more informed decisions as they provided input into the renewal process. The Operational Plan is reviewed annually by the NEC. It will continue to inform success as it relates to the renewed Goals, Objectives and Outcomes of the Na'tsa'maht Enhancement Agreement as well as SD62's Strategic Priorities: Learning, Engagement, and Growth.



COMMUNITY CONSULTATION DINNER GATHERINGS

Two consultation dinners were held in April and included a diverse group of Indigenous and non-Indigenous community members. First Nations Leadership, Métis representatives, urban Indigenous partners, families, elders, trustees, and employees from SD62 came together to discuss student success, review the enhancement goals, and make recommendations as we recommit for the next five years.

Both delicious dinners were catered by Caroline Frank (Nuu-chah-nulth) and Cassandra Scow (Kwakwaka'wakw). Both Caroline and Cassandra are also part of the Na'tsa'maht Indigenous Education Role Model Program.

Each dinner gathering followed local First Nations protocol. T'Sou-ke Nation Chief Gordon Planes welcomed guests at Saseenos Elementary while Elder Henry Chipps from Sc'ianew Nation and Brother Rick from Khowutzum - Cowichan Tribes, welcomed guests at Ruth King Elementary School. Elder Shirley Alphonse from Khowutzum - Cowichan Tribes, provided a blessing for the food at both gatherings.

Chief Planes provided an inspirational and thought-provoking welcome. He shared the importance of the surrounding lands and water sources within the territory. He described how his family and other community members traditionally hunted and gathered in the lands and waters surrounding the school. He explained how the sandy composition of the surrounding land was utilized by his ancestors to create pit traps and hold pit cooks. He had fond memories from his childhood, gathering clams at low tide in the Sooke Basin.

First contact with settlers led to greater development and today the clamming areas of the Sooke Basin are contaminated due to leaching from septic systems. Roadway infrastructure has also had a negative impact on the basin's ability to "breathe" with the ebb and flow of the tide. Chief Planes expressed the importance of our collective commitment to ensure we restore our natural environment to its original state, so that once again traditional food gathering for clams can occur in the basin and surrounding area for generations to come.

Conversations at each gathering were engaging, heartfelt and thoughtful. Given the fact that COVID-19 restrictions had only recently been eased, over 100 participants attended these two events. An additional community visit to Pacheedaht occurred on May 17th (during the community lunch) to ensure parents that were unable to travel to one of the dinner gatherings had an opportunity to provide input. A significant amount of information was collected and has been incorporated into the revised goals, objectives and outcomes of the agreement.



VOICES FROM THE COMMUNITY GATHERINGS

"Environment renewal, back to the way it was before contact."

CHIEF GORDON PLANES, APRIL 11TH, 2022

"Foster a sensitivity and understanding of the diversity of culture and language to create cultural safety-commit to a sense of belonging."

"Cultural activities recognized as curriculum, and this comes with credit for learning (knowledge and participation...build and foster a pride and connection for Indigenous culture."

"Enhance Indigenous language revitalization at all school levels."

"I wanted to say thank you for the invitation on behalf of M'akola, Joanne and I, and our M'akola families in SD#62. The SD has always worked so hard to work in partnership with M'akola and I wanted to thank you for your work tonight and for all the work the district has done over these many years to truly operationalize the Enhancement Agreement. We were involved with the creation of the first Agreement and to be there tonight and to hear about the successes really confirmed for us that the District is walking the walk and meaningfully engaging with the local Nations"

**KEVIN ALBERS, CHIEF EXECUTIVE OFFICER:
M'AKOLA HOUSING SOCIETY,
APRIL 12TH, 2022**



STUDENT FORUMS

Student voice will always be an essential component of achieving goals, objectives, and outcomes of the agreement. Lunchtime forums were conducted at all nine middle and secondary schools, over 150 students attended. The forums reflected the diverse culture in each school, with both Indigenous and non-Indigenous students providing valuable insights into the importance of equity, diversity, and inclusion within their schools and community. An elder was present at each gathering which created a sense of connection for the students and enriched the conversations at each forum. It was communicated by students on more than one occasion how much they appreciated the opportunity to share their thoughts and feelings, reinforcing the importance of including student voice and choice in the decisions that impact them on a daily basis within our schools.



VOICES FROM THE STUDENTS

I feel supported by adults at my school when:

- *"I ask for help and I get it."*
- *"They come to see how they can help."*
- *"It feels like they want us to succeed."*
- *"They know us."*
- *"They talk to us and build connections."*
- *"I am encouraged to participate and engage."*

"Everyone, whether Indigenous or non-Indigenous actively seeking ways to promote reconciliation. Gaining new perspectives from Indigenous voices and increasing dialogue in all classes."

"We need to start embracing everyone's cultures and different beliefs, embrace all of the different communities."

SURVEY RESPONSES

A link to an electronic survey was sent to all SD62 families and SD62 employees on April 4, 2022. The survey was accessible for three weeks closing on April 22, 2022. Paper-based surveys were made available for anyone that preferred that format or was unable to access the online survey. All survey information and paper-based copies were provided to the Nations as well as urban Indigenous partners. Participation rates were high for both surveys: 493 for the family/community survey and 674 for the employee survey. This provided extensive feedback for the Advisory Team further supporting the emerging themes and shaping the renewal of the agreement.



VOICES FROM THE FAMILY AND COMMUNITY SURVEYS

"Need to continue to educate our parent community on the importance of reconciliation, equity, the importance of recognizing historical injustices and supporting diversity."

"Indigenous training for staff and teachers in SD62 to identify and mitigate racism and ignorance of Indigenous issues."

"I would love to see more land-based learning, and the option for Indigenous studies."

VOICES FROM THE EMPLOYEE AND PARTNER SURVEYS

"Consider avenues, goals, and successes for trades and technical training as well as post-secondary education."

"Talking to our Indigenous students, both current and graduates, to understand obstacles and barriers to success as well as supportive factors."

"Indigenous students deserve to have an equitable environment that will adapt to create a space that is inclusive and where students can find success."



FINDINGS AND EMERGING THEMES

Respondents and participants indicated that with slight modifications the original goals continue to support equity and success for Indigenous students and families. Once data analysis from all sources was completed, several interconnected themes emerged. The Advisory Team reflected on the emerging themes as outlined in the chart below. The Advisory Team and the Na'tsa'maht Education Council determined that the overarching One Mind and One Spirit goals would better reflect the emerging themes and recommendations if we included objectives and outcomes to support the goals; furthermore, the department is able to measure the outcomes using qualitative and quantitative data sources which will inform our proficiency as it relates to these goals and SD62's Strategic Plan.

Emerging Themes from all Consultation Activities





ONE MIND GOAL

TO PROGRESS INDIVIDUAL INDIGENOUS STUDENT SUCCESS K TO 12, LEADING TO A DOGWOOD DIPLOMA AND SUPPORTING PATHWAYS TO EMPLOYMENT BEYOND GRADUATION THAT REFLECT STUDENT CHOICE AND VOICE.

OBJECTIVES:

1. To maintain the annual implementation of Equity in Action at both the school and district level.

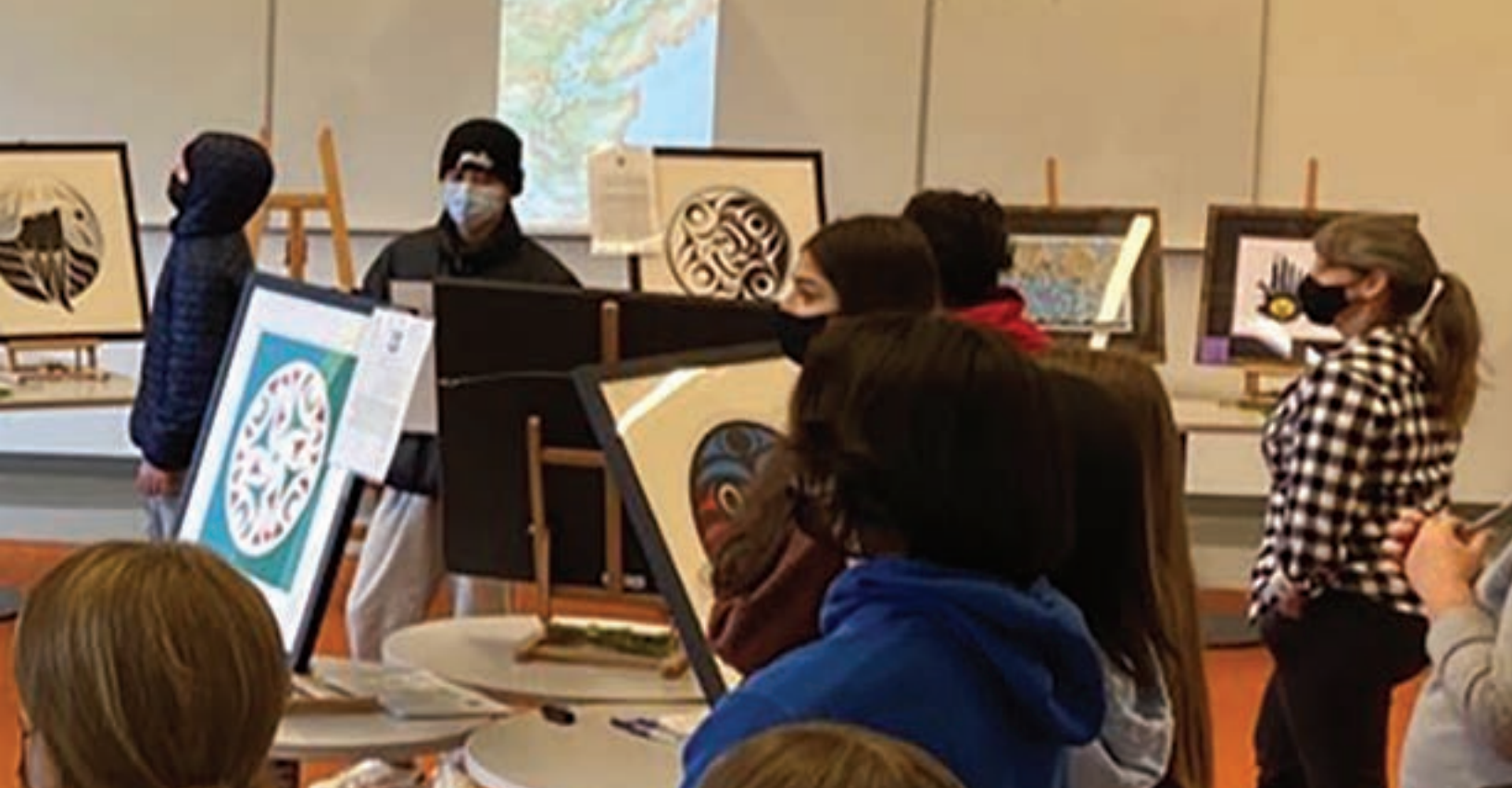
2. Indigenous students achieve a Dogwood Diploma within six years.

3. Indigenous cultural learning experiences are recognized as credits towards Indigenous students' Dogwood Diploma by the Ministry of Education.

4. To respond to the diverse learning needs of each Indigenous student.

5. To provide Indigenous students with opportunities to explore pathways to employment beyond graduation through engagement with schools, community, and partner groups.

6. To promote SD62 employment opportunities for Indigenous graduates.



OUTCOMES:

1.
 - a. Schools complete an *Equity in Action* Report and implement equity goals annually to improve Indigenous student success.

 - b. District Departments and Executive support Indigenous student success through increased awareness and development of policy that guarantees equitable access to resources, culturally responsive practices and employment opportunities.

2.
 - a. Parity between Indigenous and non-Indigenous students' annual Six-Year Completion Rate.

 - b. Indigenous students achieve a Dogwood Diploma in six years.

3. Indigenous students that participate in cultural learning experiences receive credits towards their Dogwood Diploma.

4. Learning spaces reflect individual preference and promote Indigenous student success.

5. Indigenous students have a clear sense of employment opportunities and are supported in their exploration and journey towards post-graduation opportunities.

6. Increased number of Indigenous employees in all sectors of SD62.



ONE SPIRIT GOAL

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.

OBJECTIVES:

1. To maintain the annual implementation of *Equity in Action* at both the school and district level.

2. To enhance Indigenous culture reflected in schools, classrooms, and land-based learning environments leading to Indigenous students feeling welcome in schools.

3. To increase knowledge of First Nations, Métis, and Inuit languages for all.

4. To increase knowledge and appreciation of First Nations, Métis, and Inuit histories and contemporary practices for all.

5. To 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.

6. To celebrate success in SD62 schools & communities in culturally inclusive ways.



OUTCOMES:

1. a. Schools complete an Equity in Action report on an annual basis and implement goals which support equity, inclusion and a sense of belonging for Indigenous students and employees.

- b. District Departments and Executive participate in the District Equity in Action Committee, reviewing practices and implementing changes that support equity and inclusion for Indigenous students and employees.

2. Indigenous and non-Indigenous students feel welcome at schools and engage in First Peoples Principles of Learning activities within the classroom and in the natural environment.

3. Indigenous and non-Indigenous students are being taught local First Nation language(s).

4. Indigenous and non-Indigenous students learn about local First Nations, Métis, and Inuit at school.

5. Staff engage in learning opportunities that enhance their skill set to support Indigenous students and families.

6. Success for Indigenous students is celebrated in culturally inclusive ways in partnership and collaboration with the Nations, urban-Indigenous partners, SD62 departments, and schools.

MEMORANDUM OF AGREEMENT

OLĒSET – HONOUR YOURSELF

Na'tsa'maht Enhancement Agreement

We the undersigned, acknowledge and honour our collective responsibilities for fostering the success of all Indigenous learners, and for enriching the educational experience of all students, Indigenous and non-Indigenous. We recognize the Coast Salish and Nuu-chah-nulth traditional territories where we strive to work together for the good of our children.

We agree that the success of the Na'tsa'maht Enhancement Agreement is achieved in conjunction with the Na'tsa'maht Indigenous Education Department's Operational Plan. The Operational Plan will be reviewed annually by the Na'tsa'maht Education Council for the purpose of achieving the goals of this agreement.

The Na'tsa'maht Enhancement Agreement will provide direction for Na'tsa'maht Indigenous Education in the Sooke School District for the period of September 2022 to September 2027.



Pacheedaht First Nation



Sc'ianew First Nation



Chief Gordon Planes,
T'Sou-ke First Nation



Métis Nation of Greater Victoria



Ravi Parmar,
Sooke School District Board of Education



Sooke School District

ACKNOWLEDGEMENTS

A SPECIAL THANK YOU TO THE INDIGENOUS AND NON-INDIGENOUS STUDENTS, PARENTS AND FAMILIES. THEIR INVALUABLE RESPONSES TO SURVEYS AND ENGAGEMENT AT COMMUNITY CONSULTATION GATHERINGS AND STUDENT FORUMS SHAPED THE GOALS, OBJECTIVES AND OUTCOMES OF THE 2022-2027 NA'TSA'MAHT ENHANCEMENT AGREEMENT.

Sincere thanks to the Na'tsa'maht Enhancement Agreement Advisory Team. Their commitment and dedication to engage in the renewal process and ensure that we conducted a thorough analysis of the responses has shaped and enriched the agreement as we recommit to the revised Na'tsa'maht Enhancement Goals, Objectives and Outcomes.

Na'tsa'maht Enhancement Agreement Renewal Advisory Team:

Tracy Charlie	Pacheedaht First Nation, Councillor
Trystan Dunn-Jones	Pacheedaht First Nation, Councillor
Amanda Hamilton	Pacheedaht First Nation, Education Manager
Henry Chipps	Sc'ianew First Nation Representative, Elder in Residence Program: SD62
Michelle Thut	T'Sou-ke First Nation, Administrator
Bertha Landrie	Métis Elder and Role Model
Jo-Ina Young	Métis Nation of Greater Victoria, Member at Large, Elder in Residence Program: SD62
Jon Carr	Sooke School District, District Principal Na'tsa'maht Indigenous Education
Bryan Johnson	Sooke School District, Lead Principal Na'tsa'maht Enhancement Agreement Renewal

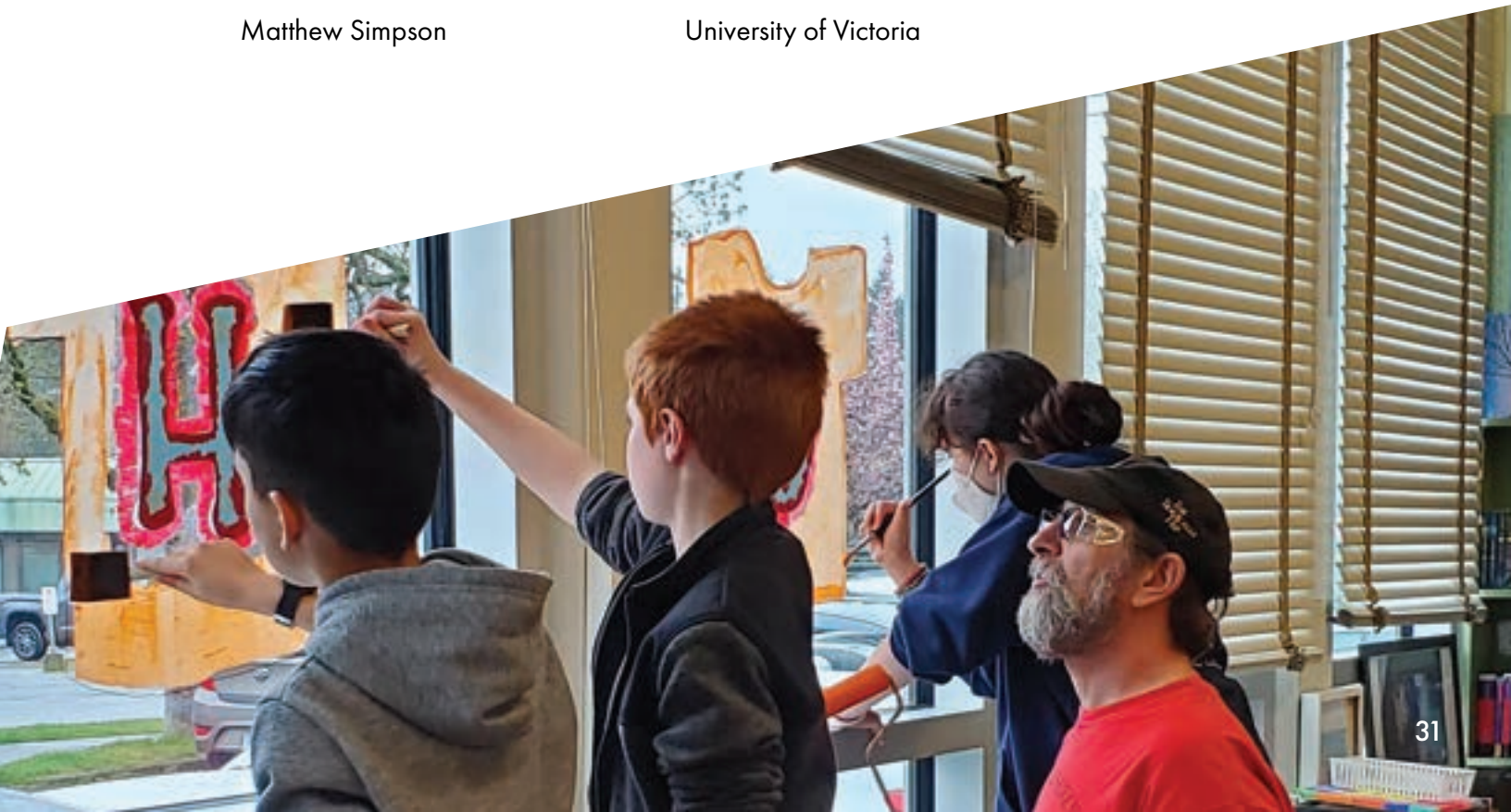
Finally, it is important to acknowledge the Na'tsa'maht Education Council, District staff, and community members who gave up so freely of their time throughout the renewal process and the development of Sooke School District's Na'tsa'maht Enhancement Agreement 2022-2027.

Na'tsa'maht Education Council

Vivian Leik	Camosun College
Trish McNabb	CUPE Local 459, SD62 Support Staff
Julia Clifton	Hulitan Family and Community Services
Kendra Gage	Hulitan Family and Community Services
Lynai Quatell	Hulitan Family and Community Services
Karryn Hall	Island Métis Family and Community Services Society
Virginia Treadwell	Island Métis Family and Community Services Society
Alita Tocher	M'akola Group of Societies
Brandon Labbey-Krejci	M'akola Group of Societies
Jo-Ina Young	Métis Nation of Greater Victoria, SD 62 Elder in Residence Program
Tiffany Adams	Na'tsa'maht Indigenous Education Curriculum Coordinator Teacher
Amanda Hamilton	Pacheedaht Nation, Education Manager
Chief Russell Chipps	Sc'ianew First Nation
Henry Chipps	Sc'ianew First Nation, SD62 Elder in Residence Program



Stacey Charlie	Sc'ianew First Nation, Executive Assistant
Bryan Johnson	SD62, Lead Principal, Na'tsa'maht Renewal
Ceilidh Deichmann	SD62, Sooke Principals' and Vice Principals' Association
Dianna Seaton	SD62, School Trustee
Jon Carr	SD62, Principal, Na'tsa'maht Indigenous Education
Lorraine Velie	SD62, Na'tsa'maht Indigenous Education Administrative Assistant
Marlys Denny	SD62, Vice Principal, Na'tsa'maht Indigenous Education
Mike Huck	SD62, Sooke Principals' and Vice Principals' Association
Paul Block	SD62, Associate Superintendent
Sue Grundy	SD62, Executive Operations Manager
Lindsay Lockhart	Sooke Teachers Association, Representative
Michelle Thut	T'Sou-ke First Nation, Administrator
Clinton Kuzio	University of Victoria
Dorothea Harris	University of Victoria
Matthew Simpson	University of Victoria





Designs by Charlene George and Weyla Chipps-Roy
'caawidk' means "do together" in the Nuuchahnulth language Diiitid'aaatx
Na'tsa'maht means "one mind and one spirit" in the Coast Salish language SENĆOTEN
Peyak mimwayr Peyak ispri means "one mind one spirit" in the Michif language of the Métis



SOOKE 62
SCHOOLS
Shaping Tomorrow Today

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