



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
March 5, 2024 – 6:00 p.m.**

Present: Cendra Beaton, Trustee (Committee Chair)
Allison Watson, Trustee (Committee member)
Trudy Spiller, Trustee (Committee member)
Christina Kempenaar, STA
Dana Savage, CUPE
Georgette Walker, SPVPA
Nevada Kaludjar, SPEAC
Paul Block, Superintendent/CEO
Dave Strange, Associate Superintendent
D’Arcy Deacon, Associate Superintendent

Guests: Denise Wehner, Jon Carr, Marlys Denny, Tess Vally, Shelby Pollitt, Sara Ramsbottom, Tamara Maxim, Eva Martin, Shawn Taal

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Sc’ianew Nation, and T’Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)

2. Opening Remarks from Chair, Cendra Beaton

Chair Beaton gave her opening remarks by celebrating the learning in our organization. At Spencer Middle School there was an official opening of the SOGI crosswalk. This was student group initiated and a very welcoming event. Chair Beaton said it was wonderful to see the City of Langford there to support and it was an important reflection of our communities. It’s something the students will be able reflect on as adults and identify as something they got to contribute to.

The Chair opened the floor for further comments. Trustees, partner groups and committee members commented on the positive initiatives taking place in the District.

Associate Superintendent Dave Strange acknowledged a celebration of student experience at Ruth King Elementary. It was a celebration of Metis culture including canoe races, stories from Elders and a simulated trap line. He recognized the joy brought forward by Elder Joanne.

Trustees also commented on the recent community forum for adolescent health recognizing The Village Initiative and partnership with SD62. It was a very positive experience that highlighted a shared commitment to student well being and mental health.

Superintendent Paul Block highlighted the most recent announcement of funding to establish a Foundry on the Westshore. He recognized Associate Superintendent Dave Strange for his leadership in this work over an extended period of time. He also gave recognition that collaboration with community is a powerful approach to serving the youth of the Westshore communities. This is the result of 8 years collaboration.

3. **COMMITTEE REPORT** of February 6, 2024 Education-Policy Committee meeting

The committee report for the February 6, 2024 Education-Policy Committee meeting was received by the committee. No errors or omissions were noted.

4. **BAA COURSE PROPOSALS**

There were no BAA course proposals for this meeting.

5. **REVIEW OF POLICIES/REGULATIONS**

a. Draft Revised Policy and Regulations C-211 “Challenge and Equivalency” – Dave Strange/Denise Wehner

District staff came together to look at current practices to ensure there is a streamlined process for students to be able to challenge courses and get equivalency recognition. There were no questions from trustees or partner groups.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy C-211 “Challenge and Equivalency”.

6. **NEW BUSINESS**

a. NA’TSA’MAHT Enhancement Agreement Mid-Year Report – Jon Carr and Marlys Denny

NA’TSA’MAHT Indigenous Education District Principal Jon Carr and District Vice-Principal Marlys Denny co-presented the Na’tsa’maht Enhancement Agreement Mid-Year report. Jon Carr began by recognizing the incredible Na’tsa’maht team across the district. This is currently the 3rd rendition of the NIE Enhancement Agreement. The Na’tsa’maht Education Council are mainly responsible for oversight of the work towards the NIE Enhancement Agreement. The report identifies a wide range of Indigenous learners in SD62 and broad representation of First Nations across B.C. Jon Carr reviewed the 2023-24 timeline identifying goals and important dates over the course of the calendar year.

The Chair thanked Jon Carr and Marlys Denny for their presentation. Committee members expressed their gratitude for the work of the NIE team and engaged in conversations and asked questions of the presenters.

b. K-12 Literacy Intervention Plan Update – Denise Wehner

Denise Wehner, District Principal of Curriculum Transformation, introduced a group of educators who are literacy teachers across the district. Denise Wehner started with a quote recognizing the power of learning rounds and the investing in teachers to do their work well. She reviewed data referencing students supported by literacy intervention, all K-3 students screened and much more to come. She introduced the Colwood primary literacy team, Principal Tess Vally from Poirer and Dr. Shelby Pollitt – Curriculum Co-ordinator – Early Learning and Numeracy.

The Primary literacy team teachers, Sara Ramsbottom, Tamara Maxim, and Eva Martin, described their experience working through the release and instructional rounds process. An important theme is the focus on consistency in practice across classrooms. Attention to this practice has created the opportunity to re-assess and then make adaptive shifts to further support while celebrating successes. This practice is growing and becoming increasingly effective as teachers grow confident in their own practice. It was noted that as student skillsets grow, they are increasingly engaged and there are less behaviour challenges.

Tess Vally spoke about the targeted K-5 literacy work taking place at Poirer Elementary School. Grade 3-5 students, where necessary, are receiving direct literacy instruction in a targeted way. The data indicates this is a very effective approach and it is also highlighting an improvement in student engagement and reduction in behaviour challenges.

Dr. Pollitt spoke about the philosophy of the literacy intervention plan “Focused instruction for all learners with targeted interventions for those who need it”. This carries on well past elementary into middle and secondary schools. Dr. Pollitt highlighted professional development opportunities for Primary, Middle and Secondary literacy instruction. These communities of practice are building up a shared capacity to be responsive in our instruction.

Chair Beaton thanked the presenters for sharing the excellent work happening in schools. Committee members expressed their gratitude for the work of the team and engaged in conversations and asked questions of the presenters.

7. **FOR INFORMATION**

a.

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** April 9, 2024

Meeting adjourned at 8:12 pm

NA'TSA'MAHT ENHANCEMENT AGREEMENT WEXES MOON REVIEW

BOARD OF EDUCATION
MID-YEAR REPORT
FEBRUARY 2024



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

BACKGROUND



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

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



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



ROLE OF THE NA'TSA'MAHT EDUCATION COUNCIL (N.E.C.)

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

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



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


Pacheedaht First Nation


Sc'ianew First Nation


Chief Gordon Planes,
T'Sou-ke First Nation


Métils Nation of Greater Victoria

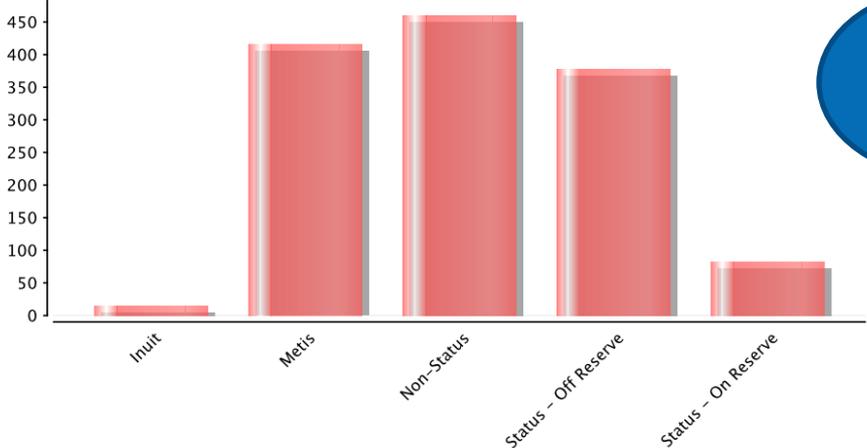
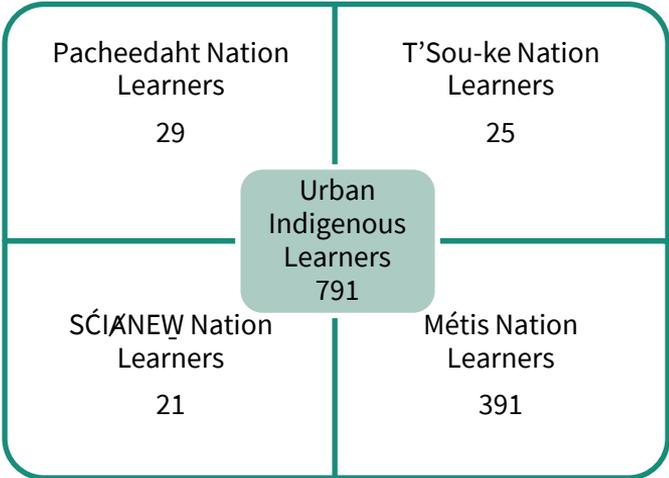

Ravi Parmar,
Sooke School District Board of Education


Sooke School District

SD62 FOUR POSTS of the LONGHOUSE

Who are SD62's Indigenous Learners?

SD62 House of Learning or "Lellum" Indigenous Students in SD62



Based on 2023-24 school year

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

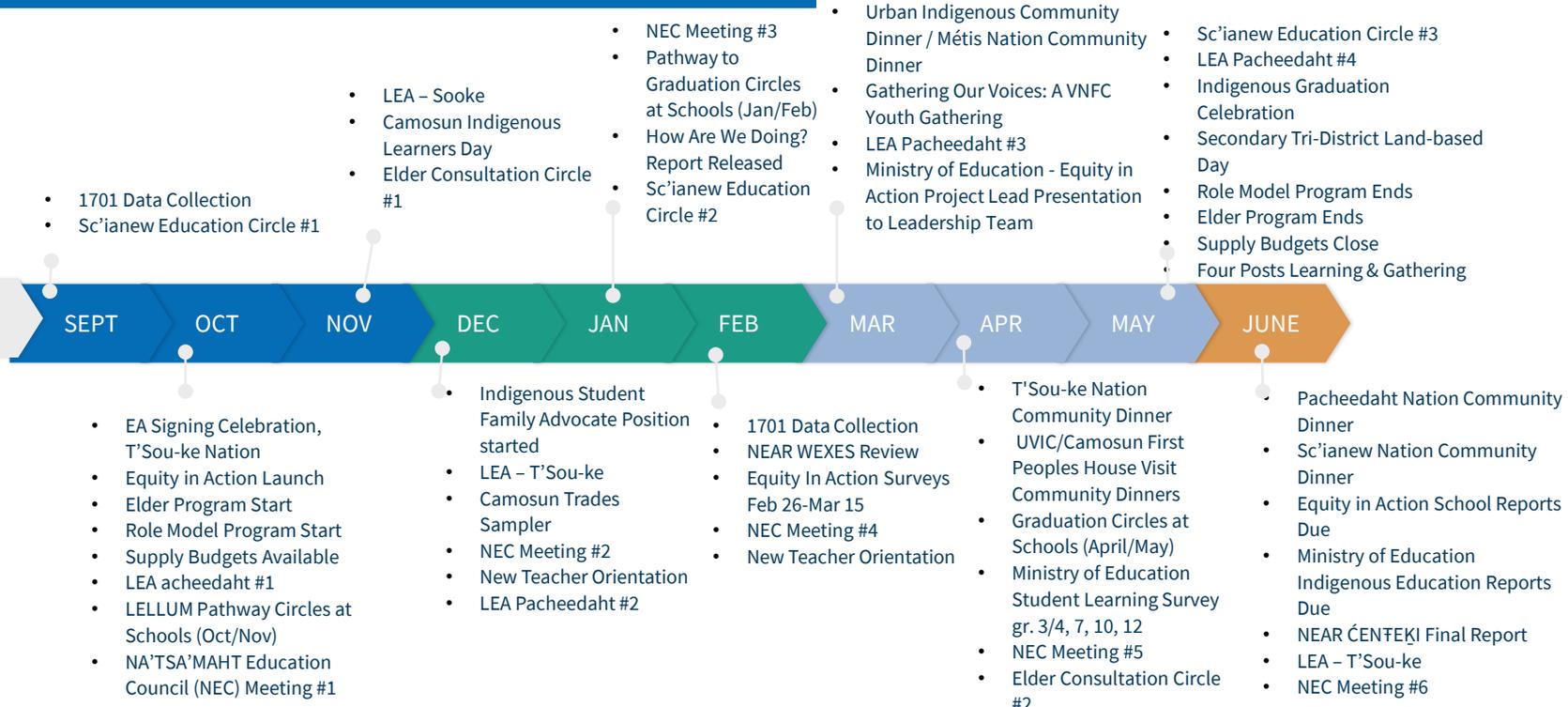
PURPOSE OF WEXES MOON NEA BIENNIAL REVIEW

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

NAT'SA'MAHT ENHANCEMENT AGREEMENT 2023-24 Timeline



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



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 FROM 2022-23 SCHOOL YEAR:

- 6 year Graduation Rates for Indigenous learners: **70%** whereas non-Indigenous students was **93%** (**23% difference**)
- Graduation Rate with Adult Dogwood Adjustment: **69%** (**-1%**)
- **42%** of students in Alternate Programs are Indigenous
- Implementation of 1st year of Pathway to Graduation Circles is bringing awareness to learning needs of each student
- Cultural Credits – Whale Puppet Project in Pacheedaht
- Of students with Disabilities or Diverse Abilities **20%** are of Indigenous Ancestry (HAWD Report p. 8) **24%** in 2018/19, lower by **4%** over 5 years (see chart)

HAPPENINGS FOR THIS 2023-24 SCHOOL YEAR:

- New Teacher Position of Special Responsibility – NA'TSA'MAHT Student & Family Advocate
 - Renewal of T'Sou-ke Local Education Agreement in Oct. 2023
 - School Equity in Action Focus on “Learner Profile”
- 2nd year Pathways to Graduation Circles:
- **49%** of those students are “**on track**” to graduation
 - **10%** of those students required an “**action**” from the school team
 - Deepening Cross-department collaboration with Curriculum Transformation Department, Safe & Healthy Schools Department, ELL Department

Objective 1:

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

DATA

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

ACTIONS - September to January

- Schools have access to **6.0** Teacher On-Call release days to support implementation of *Equity in Action* goal(s)
- Human Resources: Application to BC Human Rights Tribunal in progress – consultation with stakeholder groups
- Entire SD62 Leadership engaged in Drum Making workshop at T'Sou-ke Nation (August Leadership Meeting)
- Each Leadership Meeting begins with drumming led by an SD62 Elder
- Received Bakau Report (DEI) for consideration & next steps
- District Principal of Indigenous Education participated in provincial networks and the Indigenous Leaders Series facilitated by the BC Superintendents of Schools Association in 2022-23 and 2023-24 school year



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



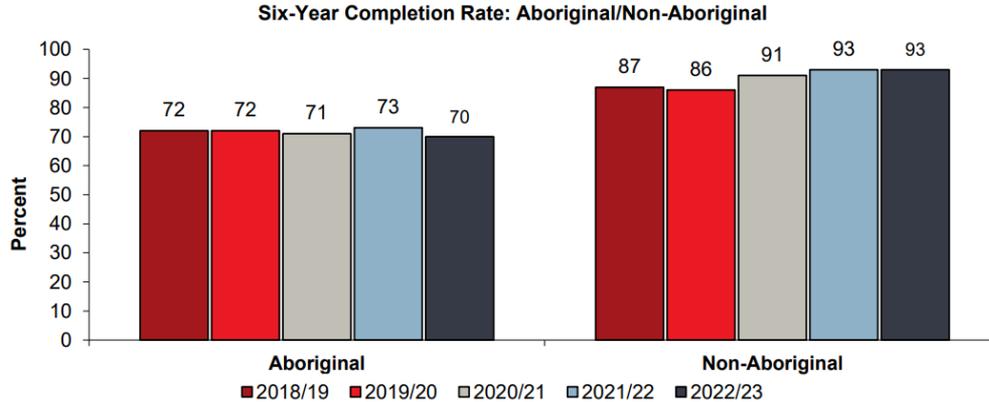
NEXT STEPS - February through June

- *SD62 Student and Family Equity in Action Student Surveys* take place in **February/March**
- Survey Results and School Reports reviewed in **April/May**
- 5 Community Dinner Events from **February to June**
- *Equity in Action Year End School Reports* due at **end of May**

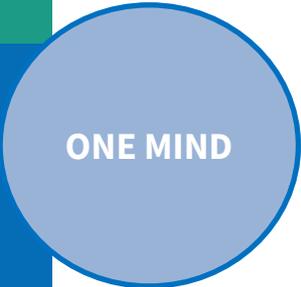
Objective 2:

Indigenous students achieve a Dogwood Diploma within six years

DATA from 2022-23



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



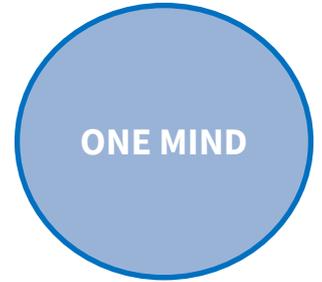
School Year	Aboriginal			23% Difference	Non-Aboriginal		
	All Students %	Female %	Male %		All Students %	Female %	Male %
2018/19	72	79	67		87	89	85
2019/20	72	71	74		86	87	85
2020/21	71	80	61		91	92	90
2021/22	73	69	77		93	93	93
2022/23	70	71	69		93	94	92

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

23% difference between Indigenous & non-Indigenous

Objective 2:

Indigenous students achieve a Dogwood Diploma within six years



ACTIONS - September to January

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

NEXT STEPS - February through June

- NA'TSA'MAHT Indigenous Education PVP facilitating Spring 'Pathway to Graduation' Circles focusing on each Indigenous learner's Attendance, Academics, Engagement & Wellness.
- Carefully track Grade 12 Indigenous Learners to support successful graduation.



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

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



Objective 3:

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

DATA

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

ACTIONS - 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

NEXT STEPS - February through June

- Continue gathering information from the Ministry of Education regarding cultural credits
- Initiate the co-creation of Locally Developed Courses with Local First Nations
- Support schools to honour cultural projects in community for graduation credits



Whale Puppet Cultural Project,
Pacheedaht First Nation, Spring 2023

ONE MIND

Objective 4:

Respond to the diverse learning needs of each Indigenous student



DATA

Alternate Programs 2022-23:

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

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

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

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

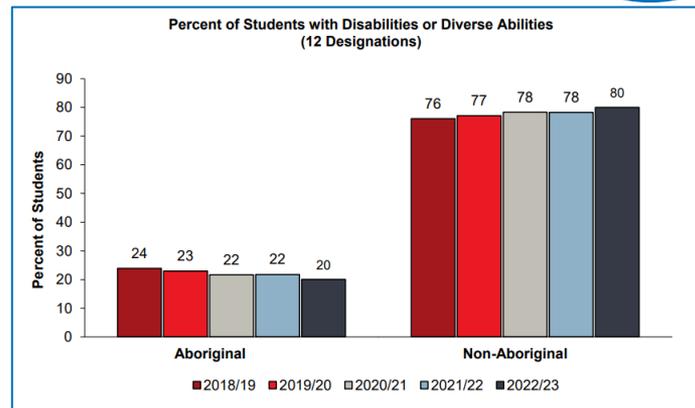
- **7 out of 41** students are Indigenous (17%)

Online Learning HUB Programs 2023-24 (This Year)

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

Diverse Abilities & Disabilities 2022-23

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



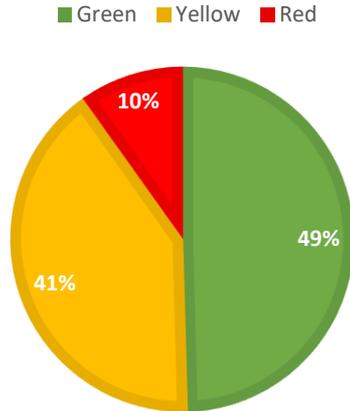
NEXT STEPS - February to June

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

Objective 4 Continued

Respond to the diverse learning needs of each Indigenous student

PATHWAYS TO GRADUATION WINTER STATUS 2024



DATA

- ‘Pathway to Graduation’ Circle Meetings honour each Indigenous student gifts & needs
- Distinct School *Equity in Action* Goals focus on the Learner Profile
- As of Feb 28th, approximately 50% or 620 of Indigenous students ‘Pathway to Graduation’ status had been identified by school teams
- **49%** of those students are “**on track**” to graduation
- **10%** of those students required an “**action**” from the school team

NEXT STEPS - February to June

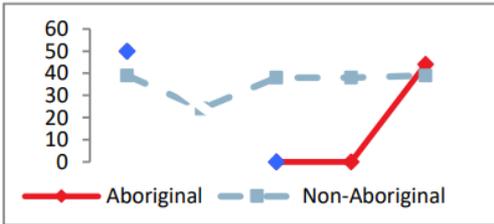
- Follow up on ‘actions’ from Fall/Winter ‘Pathway to Graduation’ Circle Meetings at the Spring Circle Meetings
- Continue to support the Student & Family Advocate ‘new’ position

Objective 5:

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

DATA

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



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

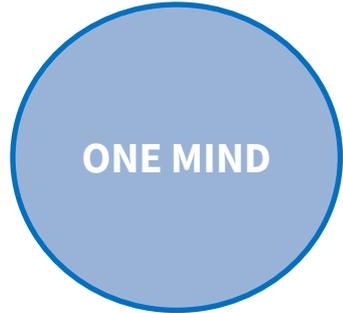
44% of Indigenous Grade 12s feel that school is preparing them for post-secondary education all of the time or many times

ACTION - September to January

- Ongoing relationship building with Posts-secondary partner groups
- Camosun Trades Sampler via Aboriginal Service Plan – Nov. 15, 2023

NEXT STEPS - February to June

- UVIC/Camosun First Peoples House Visit – TBD
- SD62 Pathways & Choice Staff invited to attend NA'TSA'MAHT Family Gatherings
- SD62 Human Resource Department invited to attend NA'TSA'MAHT Family Gatherings
- SD62 Posts-Secondary Partner groups invited to attend NA'TSA'MAHT Family Gatherings
- NA'TSA'MAHT Education Teachers support student scholarship application packages



Objective 6:

Promote SD62 employment opportunities for Indigenous graduates

DATA

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

ACTION - September to January

- Last year, NA'TSA'MAHT EDUCATION COUNCIL, consulted on application to BC Human Rights Tribunal for Equitable Hiring of Marginalized groups

NEXT STEPS - February to June

- Human Resources is committed to engaging with communities and partners through our presence at events such as the T'Sou-ke Career Fair, NIE dinners, and other initiatives.
- HR also attending the Multicultural Family Night coming up at Belmont.

ONE MIND



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

ONE SPIRIT

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

HIGHLIGHTS FROM THE 2022-23 SCHOOL YEAR:

- Each school completed **EIA School Report** with actionable goals related to the Learning Profile & Learning Environment Pillars
- No District Equity in Action Committee; however, various Departments have EIA initiatives at different stages of implementation
- **SLS Safety**: in grade 10 **15% fewer** Indigenous students 'feel safe at school most or all of the time' compared to non-Indigenous peers
- **SLS Engagement/Sense of Belonging**: **27-62%** of gr 4, 7, 10 & 12 Indigenous students noted they 'like school most of the time' Grade 10 is an area for attention.
- **6 NIE Community Dinners** done in collaboration with Local First Nations, urban-Indigenous partners, SD62 Departments & Schools were a **success** in 2022-23 and have been planned again for 2023-24
- **NIE Graduation Recognition Celebration** at Royal Bay Secondary received **positive feedback** & will return to RBS in 2023-24
- **NIE Grade 12 Land-based Day** at Camp Thunderbird was **enjoyed** by attendees; will expand to include grade 12s from SD61 & SD63 in 2023-24
- Sc'ianew Nation hosted **2** days of **land-based learning** to feeder schools in spring of 2023
- **SLS 31-64%** of gr 4, 7, 10 & 12 Indigenous & non-Indigenous students noted they are 'being taught about Indigenous Peoples in Canada' demonstrating the need to develop Professional Standard 9 & local resources

HAPPENINGS FOR THIS 2023-24 SCHOOL YEAR:

- **Local Indigenous Languages** are more visible in schools via entrance & classroom displays, newsletters, announcements, school signs and outdoor areas; 13 schools have EIA Indigenous Language & Naming goals
- NIE received **11 Culture & Language Consultation** requests submissions since September
- Eagle Ridge Secondary renamed to **QELEŃSEN Á, LEN** in Dec 2024; naming of elementary school **SĆIANEW SŤELITKEL**,
- T'Sou-ke Nation Sooke Kindergarten SENĆOŦEN Program continues
- **4** NIE Community Dinners in collaboration with Local First Nations, urban-Indigenous partners, are planned to celebrate Indigenous students and community
- Sc'ianew Nation Ocean Resources expanding to host **3** days of land-based learning to feeder schools
- Curriculum Transformation Department developing Local First Nation Math/Numeracy Resource & Core Competency Resources
- Indigenous Focused courses increased numbers of blocks offered in 2023-24 school year including first time offering of Contemporary Indigenous Studies

Objective 1:

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

OUTCOME: Schools complete an annual Equity In Action Report

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

ONE
SPIRIT

DATA

School EIA:

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

District EIA:

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

ACTIONS - September to February

- 6.0 release days provided to schools to work on Equity in Action initiatives

NEXT STEPS – March through June

- Review *Equity in Action Student Survey & Equity in Action Parent Survey*
- Complete *Equity in Action Year-End School Report*

Objective 2:

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

OUTCOME: Indigenous students feel welcome at school

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

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



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



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

Objective 2:

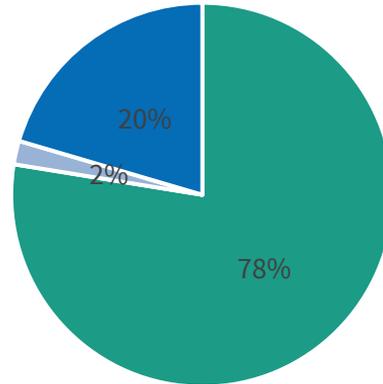
Enhance Indigenous culture reflected in schools, classrooms, and land-based learning environments leading to Indigenous students feeling welcome in schools

OUTCOME: Indigenous students feel welcome at school

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

Equity in
Action
Family
Spring
2023
Survey
Results

Do you believe that school staff are respectful and inclusive of Indigenous learners, families and communities?



■ Yes ■ No ■ Somewhat



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



DATA

98% said
"yes" or
"somewhat"

Objective 2 Continued:

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

OUTCOME: Indigenous students feel welcome at school

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

ACTIONS - September to February

- Renaming of Eagle Ridge Secondary to QELENSEN Á, LEN with guidance from SENĆOTEN language teachers and local Elders
- NIE Staff at all school sites with consistent weekly or bi-weekly schedules supporting over **1240** Indigenous students with Culture/Language & Support Programming
- Elder In-Residence Program offered at Secondary and various Middle & Elementary Schools
- **NIE School Supply Budget: 41% of funds** spent to support cultural learnings and Indigenous focused bulletin boards (Feb 27, 2024)
- **NIE School Honoraria Budget: 52% of funds** spent to access Role Model Program (Feb 27, 2024)
- **Urban Indigenous Drumming** Series at Savory, Spencer, PEXSISEN, Centre Mountain Lellum, Ruth King & David Cameron
- NIE Resource House on Engage
- NIE District Weekly & NIE PVP Monthly Memo
- Collaborative Projects with **Curriculum Transformation Department** including Tri-District Teacher Librarian Day, Authentic Math Resource focusing on oral histories, Working with Elders to understand and establish connections to Core Competencies

NEXT STEPS - March to June

- Continue developing Elder Legacy Video Series with Nations
- Urban Indigenous Drumming Series expanded to Belmont, Willway & Colwood
- NA'TSA'MAHT Community Dinners – featuring culture & language
- Schools access NIE Honouraria & Supply Budgets to end of May
- Review Results from *Equity in Action Student & Family Surveys*
- Continue to access Role Models prioritizing classrooms with Indigenous students



ONE
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Objective 3:

Increase knowledge of First Nations, Métis and Inuit LANGUAGES

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

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DATA

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

ACTION - September to February

- Elder Culture & Language Consultation November Circle
- T’Sou-ke Nation Sooke Kindergarten SENĆOFEN Program
- Responded to requests for language with support from local Elders
- Role Model Program featuring Indigenous Language
- Bulletin boards highlighting SENĆOFEN language
- NIE District Weekly & NIE PVP Monthly Memo
- NIE Language Resources on Engage
- Kookum In-Residence teaching Michif (Métis language)



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

NEXT STEPS - March through June

- *Equity in Action Student Survey & Equity in Action Parent Survey* in February / March
- Elder Culture & Language Consultation April Circle
- *Equity in Action Year End School Report* in June
- Continue Language & Culture Legacy Projects with Elders

Objective 3:

Increase knowledge of First Nations, Métis and Inuit LANGUAGES

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

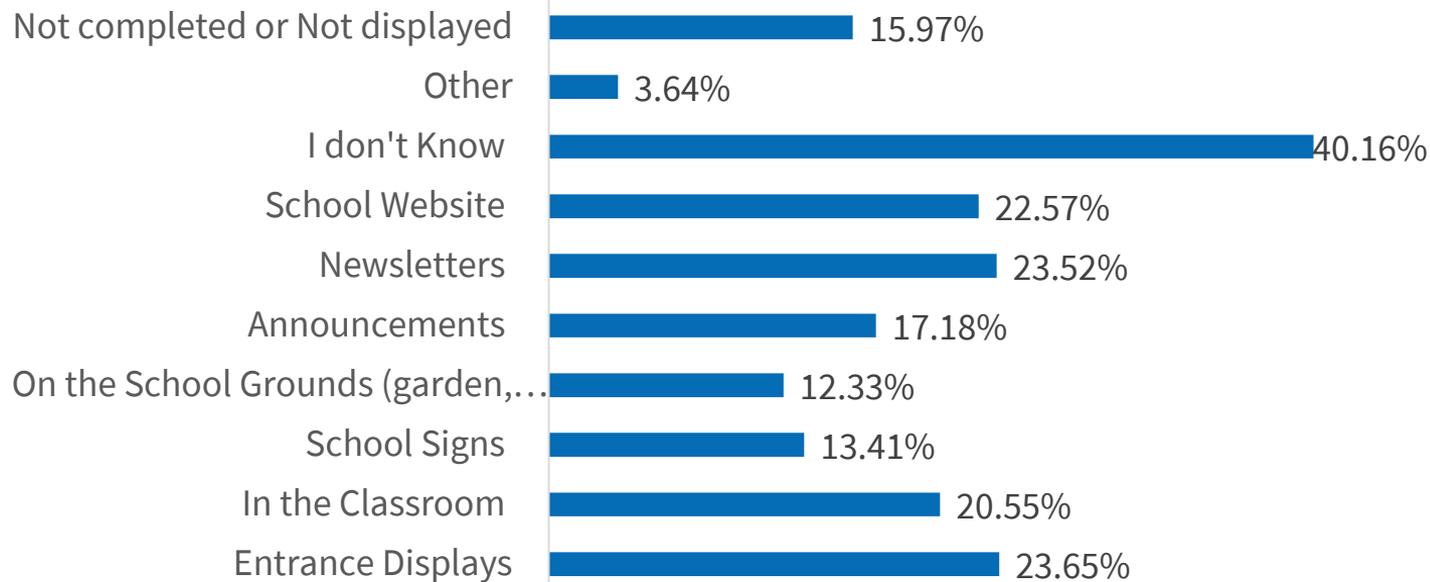
DATA

Equity in Action
Family Spring 2023
Survey Results



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Where is local Indigenous language visible in your school?



Objective 4:

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

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

DATA

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

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



Drummers at the Grade 12 land-based celebration



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

Objective 4:

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

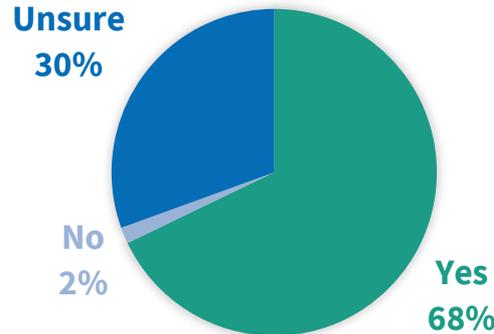
OUTCOME: Indigenous & non-Indigenous students learn about local First Nation, Métis & Inuit at school

Equity in
Action
Family
Spring
2023
Survey
Results

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



Coast Salish Art Shapes



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



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

Objective 4:

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

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

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ACTIONS - September to February

- 6.0 release days provided to schools to work on EIA initiatives
- School Based NIE Honoraria Funds for Role Model Program
- School Based Supply Funds for bulletin boards & projects
- Continuation between SD62 & SD63 to create W̱SÁNEĆ Oral Histories Legacy Video(s) with corresponding lessons NIE
- Monthly NIE Bulletin shares resources related to Coast Salish Moon & Seasonal Celebrations & Annual Events for classroom use
- Sc'ianew Nation Ocean Resources hosted land-based learning to Dunsmuir Middle School classroom in spring of 2023 & will do so again in 2024
- Curriculum Transformation Initiatives:
 - Continuation of Local First Nation Math/Numeracy
 - Local Core Competency Resource



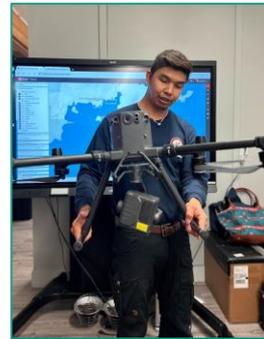
Land-based plant walk, Centre Mountain Lellum Fall 2023



Cultural Drumming with Rick Peter at Port Renfrew Elementary 2023

NEXT STEPS - March through June

- *Equity in Action Student Survey & Equity in Action Parent Survey* in February & March
- *Equity in Action Year End School Report* in June
- Ongoing discussions with local Nations for land-based field trips in-community showcasing contemporary practices
- Sc'ianew Nation Ocean Resources hosting land-based opportunities for 2 schools in April 2024



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



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

Objective 5:

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

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

DATA

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

ACTION - September to February

- Local Education Agreement with T'Sou-ke Nation Signing Event
- STA Pro-D Offerings included: Goldstream Learning on the Land, Drumming Workshop & Métis Beading Workshop
- NA'TSA'MAHT Indigenous Education Department staff learning – drum making & drum painting session, ribbon skirt/shirt making
- District received results from external Equity, Diversity and Inclusion Audit

NEXT STEPS - March to June

- STA Pro-D Offerings in April & May
- CUPE Pro-D offerings in May
- Increase awareness of Professional Standard 9
- Consider how to embed a dedicated NID focused on enhancing First Nation student learning outcomes in school calendar



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

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



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



Objective 6:

Celebrate success in SD62 schools & communities in culturally inclusive ways

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

DATA

- **NIE Community Dinners** were well attended & received last year. Celebration with students & families with food is preferred; student entertainment with drumming, jiggging, sharing of Language Video, traditional foods & student displays were highlights
- **NIE Graduation Recognition Celebration** at Royal Bay Secondary received positive feedback from NIE Staff, Students, Families & Community – appreciated words from Valedictorians, personalized recognition statements about each graduate, student gifting, Métis sashing, student drumming & catered meal with opportunity to sit as families
- **NIE Grade 12 Land-based Day** at Camp Thunderbird was enjoyed by those who attended
- Secondary Schools inclusion of **NIE Valedictorian** in program was noted, invitations to respective representatives from local First Nations and Métis Nation of Greater Victoria as well as Elder-in-Residence to attend event were appreciated

ACTIONS - September to February

- Consultation with Four Posts Advisory
- Consultation & Recommendations through NA'TSA'MAHT Education Council
- Established Planning Committees for Grade 12 Recognition Celebration & NA'TSA'MAHT Community Dinners

NEXT STEPS - March to June

Graduation Celebration:

- NIE Grade 12 Graduation Recognition Celebration & Special Gift – May 27th
- Indigenous Valedictorian selected for each Secondary School
- Secondary School Graduation Events will include Elder Welcome

Tri-District Grade 12 Event at Camp Thunderbird

NIE Community Dinners:

- David Cameron, Sooke, Dunsmuir, Pacheedaht Nation

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Metis Themed
Dinner at Poirier
Elementary
School Spring
2023



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



Respectfully Submitted

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

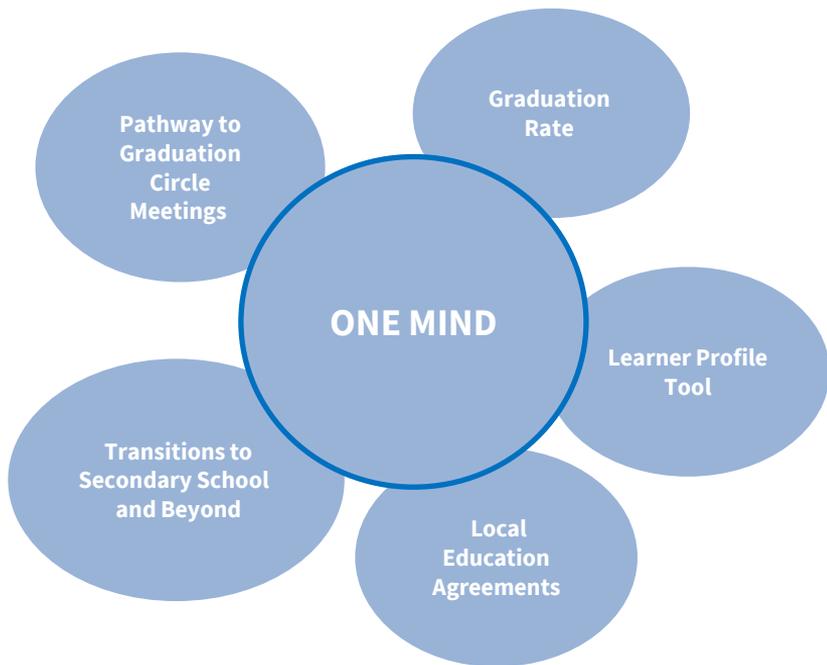
Co-Chair (First Nation Community) Tara Jensen, T'Sou-ke First Nation Representative

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

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

LOOKING AHEAD

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





K-12 District Literacy Plan

Education Policy Meeting - March 5, 2024

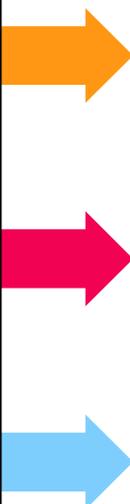
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When the district invests in its teachers, teachers will then invest in students. By being given this time to collaborate and gain new information during school time, not on my own time, I feel inspired and prepared to implement new ideas. I'm grateful for this opportunity.

- Classroom Teacher, Primary Literacy Series

2



865 students
supported by LITs in 2022 – 2023 school year

3777 students
screened using universal measures in 2023 – 2024 school year

Many more students
supported by LITs in 2023 – 2024 school year (stay tuned!)

3

Overview

First	Second	Last
Primary Team & Literacy Committee, Colwood Elementary	Tess Vally, Principal Poirier Elementary	Shelby Pollitt, K-12 Literacy Coordinator
<i>School-level systems to support all learners' literacy skills</i>	<i>Equitable access to literacy instruction & intervention</i>	<i>District-wide shift toward instruction for all students & intervention for those who need it</i>

4

Colwood Elementary

Shawn Taal, VP

Sarah Ramsbottom, Gr.1

Tamara Maxim, LIT

Eva Martin, Gr. 2

- ▷ Shared professional learning
- ▷ Resources that facilitate instructional routines
- ▷ Consistent assessment tools, expectations & differentiation across classrooms
- ▷ Literacy Committee

★ What are we noticing about student learning?



5

Poirier Elementary

Tess Vally, Principal

- ▷ Parallel professional learning opportunities for English & French languages of instruction
- ▷ LIT professional learning embedded into classroom instruction across English & French
- ▷ Access to resources and collaboration opportunities that facilitate instruction across K-5

★ What am I noticing about student learning?



6

Instruction for ALL learners

▷ Primary Literacy Series

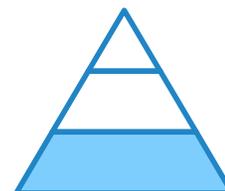
- Professional Learning Sessions
- Collaborative Learning Rounds
- Resources

▷ Intermediate & Middle Series

- Literacy Instruction
- Writing Instruction

▷ Secondary Series

- Critical Thinking & Comprehension (Humanities)
- Critical Thinking & Comprehension (Math & Science)



PLUS

- ▷ Residencies
- ▷ Collaboration
- ▷ New Teachers Series

7

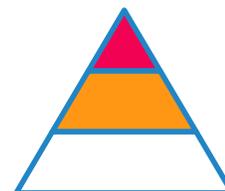
Intervention for students who need it

▷ Literacy Intervention Teachers (K-3)

- Universal screening
- Small group & individualized intervention
- Ongoing collaborative professional learning

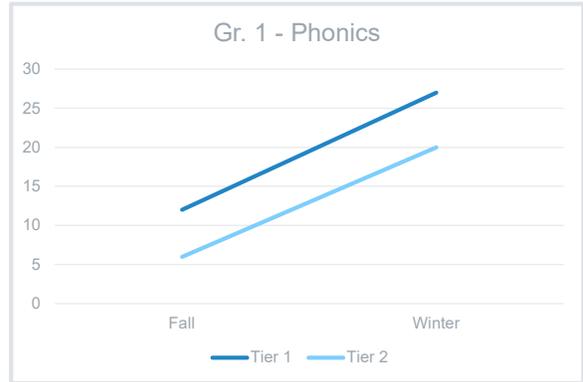
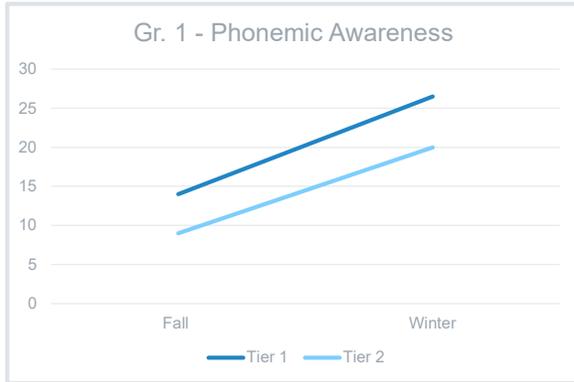
▷ Learning Support Teachers (4-12)

- Intermediate, Middle, & Secondary Reading Intervention Training
- Access to age-appropriate resources



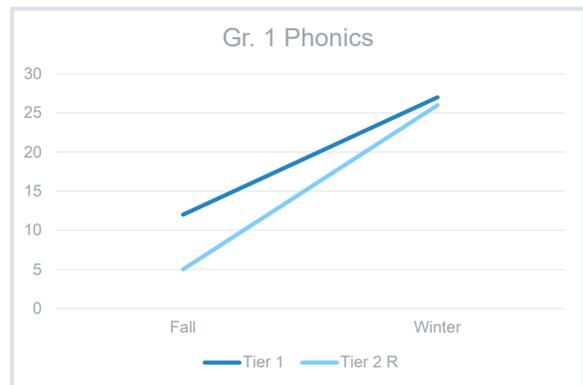
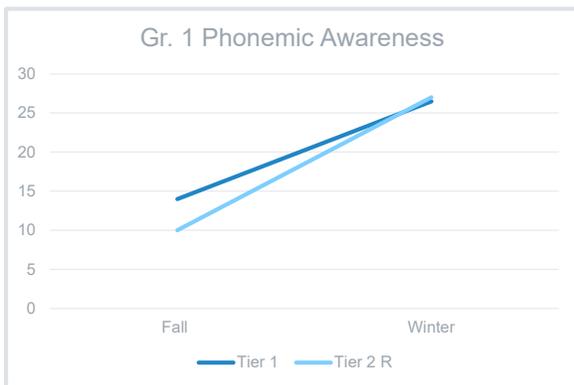
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School A – Year 2



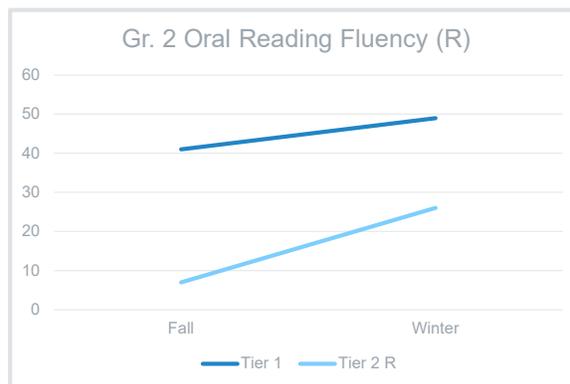
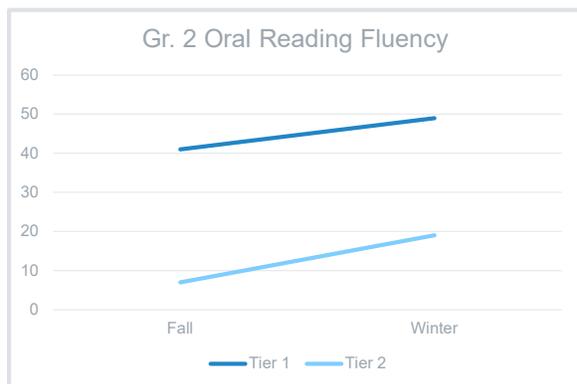
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School A - Year 2 Response



10

School A - Year 3



11

Our next steps

Continued Professional Learning Opportunities

Series that focus on collaborative capacity-building across oral language, reading and writing instruction

Increase access to resources that facilitate responsive instruction

Advocating for Increased LIT FTE

Not all students who need intervention have access to it (with current FTE)

Current state at mid-Year 2 of implementation:

→ Intervention for students who need it **most**

Learning Support Gr. 4-12

Explore alignment of service delivery models (across school-based roles, district departments, etc.)

12

Thank you!
Any questions or
comments?

