

SCHOOL DISTRICT NO. 63 (SAANICH)



ÈSÀNEÇ, OTHER FIRST NATIONS,
MÉTIS AND INUIT

EDUCATION ENHANCEMENT AGREEMENT

June 2008 - June 2013

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INTRODUCTION

An Enhancement Agreement Committee was formed in 2005 and has since expanded to include representatives from:

- Beacon Community Services
- Camosun College
- Métis Community Services
- NIL/TU,O Child and Family Services
- Saanich Indian School Board, including an administrator, an administrative assistant and a member-at-large
- School District No. 63 (Saanich), including representatives of school-based administration, District executive, Saanich teachers, and school trustees
- Surrounded by Cedar
- University of Victoria
- Victoria Native Friendship Centre

The result of the collaborative efforts of this committee is the əSÁÑEÇ *Other First Nations, Métis and Inuit Enhancement Agreement*.¹

Together we acknowledge the collective responsibility for the success² of əSÁÑEÇ³ and other First Nations, Métis and Inuit learners attending schools in the Saanich School District.

As part of the Enhancement Agreement, it is important to acknowledge the longstanding relationship that exists between School District No. 63 (Saanich) and the Saanich Indian School Board⁴. This relationship has evolved, over the years, through mutual respect and collaboration in support of the əSÁÑEÇ people and also through the development and implementation of the *Local Education Agreement (L.E.A.)* signed by both parties in 1993 and renewed in 1997 and 2002.

¹ The əSÁÑEÇ *Other First Nations, Métis and Inuit Enhancement Agreement* will hereafter be referred to as the *Enhancement Agreement*.

² See Appendix IV: Glossary of Terms.

³ First Nations people from the Saanich Peninsula.

⁴ Saanich Indian School Board (S.I.S.B.) has an agency agreement with the four local communities: ʋO, əE, ÇEY (Pauquachin), ʋOƏƏƏP (Tsartlip), ə, SIKEM (Tseycum), and S, IAWTE (Tlawout). S.I.S.B. represents and is responsible for the education of all əSÁÑEÇ people.

Through this *Enhancement Agreement*, School District No. 63 (Saanich) continues to recognize and honour the historical importance of the preservation of the language and culture of the əSÁNEÇ people. It recognizes SENÇOFEN as the principal First Nations language of the Saanich territory and continues to support programs and curricula that build deeper understandings of the əSÁNEÇ culture, values, and history. The four communities of the əSÁNEÇ people are BO, əE, ÇEN (Pauquachin), əJOəBƏP (Tsartlip), ə, SIKEM (Tseycum), and S, İAUTÈ (Tswaut).



*"Transcending Time"
Reminds us of the ancient and strong
traditions of our people*

Artist: Charles Elliott

School District No. 63 (Saanich) looks forward to enhancing relationships with other Aboriginal⁵ peoples residing in the school District. As all students study the provincial curriculum, their knowledge of the history and heritage of these diverse cultures will increase.

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

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

⁵ People of other First Nations, Métis and Inuit heritage.

PURPOSES

By maintaining the integrity and spirit in which this agreement was developed, the purposes of the *Enhancement Agreement* include the following:

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

Community engagement respects the **voices of Aboriginal communities**. Engaging communities through continuous dialogue and providing clear information helps to build **commitment** and **shared ownership**. Community capacity is built by acknowledging the essential role that Aboriginal communities can play in helping to meet the enhancement agreement goals.

*Aboriginal Education Enhancement Agreements brochure,
Aboriginal Education Enhancements Branch, Ministry of Education
Province of British Columbia*

The əSÁNEÇ people have articulated the values of caring, sharing, trust, honesty and respect. The Saanich School District has articulated the values of compassion, fairness, honesty, respect and responsibility.

We all work together to provide students of Aboriginal heritage with experiences that exhibit their traditional values.

PROCESS

When School District No. 63 (Saanich) began the process of creating this *Enhancement Agreement*, the initial committee (representatives of the School District and the Saanich Indian School Board) referred to the valuable work of the participants of the "Creating a Shared Vision" Retreat (Dunsmuir Lodge, April, 2001).

The collaborative efforts of the Saanich Indian School Board, Chief and Council from ʋO, ǻE, ʘEN (Pauquachin), ǻʘǻǻǻP (Tsartlip), ǻ, SIKEM (Tseycum), and s, ǻAUTǻ (Tsawout) communities, other members of the community and representatives of School District No. 63 (Saanich) identified and agreed upon five main attributes necessary for the success of all First Nations learners. These five key themes are as important for students in schools today as they were in April 2001:

- parent support and family connections;
- cultural awareness and sensitivity;
- self-pride and sense of self-worth;
- safe home and safe school environments; and
- positive First Nations role models.

It became clear that, in order for the *Enhancement Agreement* to be meaningful, it needed to embody the perspectives of the broader community—other First Nations, Métis and Inuit. In September 2005 an Enhancement Agreement Committee was created (see list of representatives on page 1) that brought together community organizations and members.

The next step was to convene two open meetings in March, 2006 where community members could share their knowledge and perspectives.

At these meetings the following questions were asked:

- What makes children want to go to school?
- What do you want your child to learn?
- What do you want all children to learn about your culture and heritage?
- How can we work together to support your child?

Answers to these questions had a direct influence on the three goals that resulted and which represent the heart of this agreement. These goals are:

- All students will develop an increased awareness of, and respect for, àᑭᑦᑎᑦᑎᑦ, other First Nations, Métis and Inuit peoples' histories, cultures and traditions.
- àᑭᑦᑎᑦᑎᑦ, other First Nations, Métis and Inuit students will develop an increased sense of identity and belonging within the school's learning community⁶.
- àᑭᑦᑎᑦᑎᑦ, other First Nations, Métis and Inuit secondary school students will experience successful transitions⁷.

The first goal was inspired by comments such as those from one àᑭᑦᑎᑦᑎᑦ community member who commented that she wanted all students "to understand the 'why' of things." Also, many community members spoke of their desire to share their "rich culture" with non-Aboriginal students and felt that this knowledge would help encourage mutual respect and understanding.

The second goal is to help àᑭᑦᑎᑦᑎᑦ and other Aboriginal students have an increased sense of belonging and identity at school. Over and over, community members used the phrase "sense of belonging" as being crucial for their children at school. They explained that their children were more motivated to go to school if they felt "welcomed" and had adults that "care if they were there" and who "they could go to when struggling."

The third goal comes from the parents' and community members' strong desire to have their children experience feelings of success at school. One parent commented that although "success doesn't just mean becoming a doctor," she wanted her children to graduate with the confidence and skills needed to pursue their dreams.


Throughout the following year (2006/07) a draft agreement was created based on the guidance of community members. In April 2007, another community meeting was held to receive feedback regarding the goals, rationale and strategies proposed in the draft agreement.

⁶ The school's learning community includes students, families and school staffs as well as the broader community, agencies and services.

⁷ Successful transitions can include post-secondary opportunities such as college, university, apprenticeship programs, community heritage-based opportunities or otherwise entering the world of work. See Appendix IV: Glossary of Terms.

At various points throughout the process all school administrators, First Nations staff, District executive, the Board of Education and the Enhancement Agreement Committee provided constructive feedback. Ministry representatives also reviewed the document and made suggestions throughout the process.

The Committee is very proud that this agreement represents the voices of the community. The creation of the agreement itself has built upon long-standing relationships, forged new connections, and established commitment to fulfill our promises over the next five years.



*"Community means
strength that joins our strength
to do the work that needs to be done.
Arms to hold us when we falter.
A circle of healing. A circle of friends.
Someplace where we can be free."*

STARHAWK
Dreaming the Dark

PRINCIPLES

Guiding Principles

- This *Enhancement Agreement* is designed to work in concert with school plans and the *District Achievement Contract*.
- The performance areas selected for improvement are those where there is assurance that the data/evidence is:
 - tracked with integrity;
 - tracked over time; and
 - used to implement effective interventions.
- Timely and appropriate interventions are developed to assist students, especially those at higher risk.
- The data collected is based on quality assessment and evaluation processes that take into account the learning realities of individual students.
- The data used for assessing the targets are reviewed annually on a mutually agreed upon date by the Enhancement Agreement Committee. A summary report will then be developed.



Aboriginal Education Enhancement Branch

Artist: Chris Paul

Principles of Learning:

- ❖ Learning requires the active participation of the learner.
- ❖ Learning occurs in varying ways and at different rates.
- ❖ Learning is an individual and a social process.

Principles of Inclusive Schools:

- ❖ Inclusive schools acknowledge the uniqueness and enhance the dignity and self-respect of all students.
- ❖ The inclusive environment is flexible, providing for age-appropriate placement in neighbourhood schools.
- ❖ In inclusive schools, educators seek to understand and support the diverse learning needs of all students.
- ❖ The practice of inclusion transcends the idea of physical location and supports learning in a variety of settings.
- ❖ Inclusion requires a flexible learning environment wherein curriculum adaptations and modifications are assumed, thus ensuring curriculum relevance and accessibility for all students.
- ❖ Inclusive schools promote collaborative consultation with parents and all educational

GOALS

GOAL 1

All students will develop an increased awareness of, and respect for,       , other First Nations, M  tis and Inuit peoples' histories, cultures and traditions.

GOAL 2

      , other First Nations, M  tis and Inuit students will develop an increased sense of identity and belonging within the school's learning community.

GOAL 3

      , other First Nations, M  tis and Inuit secondary school students will experience successful transitions.⁸

⁸ All transitions in school are important to address. For the purpose of this five-year *Enhancement Agreement*, secondary transition is the focus. Successful transitions can include post-secondary opportunities such as college, university, apprenticeship programs, community heritage-based opportunities or otherwise entering the world of work.

GOAL 1

All students will develop an increased awareness of, and respect for, əSÁÑEÇ, other First Nations, Métis and Inuit peoples' histories, cultures and traditions.

Rationale:

Saanich schools are located within the traditional territories of the əSÁÑEÇ people⁹.

əSÁÑEÇ, other First Nations, Métis or Inuit peoples attend schools in Saanich.

A strong and vibrant multicultural environment enhances the learning community.

A culture of respect contributes to a safe learning environment.

Cultural understanding is key to harmonious relationships.

There is room for improvement regarding of awareness of Aboriginal cultures and multicultural understanding.

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

Aboriginal cultural is reflected and evidenced in the schools.

With support from the community, the Saanich School District is committed to:

- promoting the use of existing əSÁÑEÇ and other Aboriginal content resources into the curricula.
- continuing to develop new əSÁÑEÇ and other Aboriginal resources that will enhance the existing curricula.
- encouraging staff in the District to take advantage of in-service opportunities related to Aboriginal peoples.
- providing in-service for teachers and student teachers new to the District regarding the əSÁÑEÇ territory and people.
- ensuring that all District students have opportunities to learn about Aboriginal people.



⁹See Appendix I: Map of Saanich Traditional Territories and Place Names

GOAL 1

All students will develop an increased awareness of, and respect for,  S NNEĆ, other First Nations, M tis and Inuit peoples' histories, cultures and traditions.

Targets will be set, where possible, before the end of the 2007/08 school year, once data are available and baselines have been established. Other targets and baselines will need to be determined during the first year of implementation.

| Student Performance Indicators: | Baseline | Target 2009 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------|
| <ul style="list-style-type: none">➤ Results of <i>Ministry Satisfaction Survey</i> questions:<ul style="list-style-type: none">a) Existing question (parents): <i>Are personal differences respected at your child's school?</i> Elementary Secondaryb) Existing question (students): <i>At school, do you respect people who are different from you?</i> Elementary Secondaryc) Additional 07-08 question (parents): <i>How do you rate your child's knowledge of Aboriginal cultures?</i>d) Additional 07-08 question (students): <i>How do you rate your knowledge of Aboriginal cultures?</i> | | |
| <ul style="list-style-type: none">➤ Student Performance Indicators for specific cultural awareness programs/activities, once developed and implemented, will be tracked over time | | |

GOAL 2

əSÁNEÇ, other First Nations, Métis and Inuit students will develop an increased sense of identity and belonging within the school's learning community.



Rationale:

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

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

Over the last few years, District staff have noted that əSÁNEÇ and other Aboriginal students have a greater sense of belonging in all schools. There continues to be a need to foster and improve their connection to the school and the learning environment.

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

Students will have a greater sense of belonging when parents and school staff are working together.

Students feel a sense of belonging when they see their histories, cultures and traditions reflected in the curricula.

With support from the community, the Saanich School District is committed to:

- collaborating more closely with community services and agencies to provide more high-quality opportunities and support for Aboriginal students.
- supporting the recruitment of əSÁNEÇ and other Aboriginal teachers, education assistants, secretaries, custodians, maintenance workers and bus drivers for employment in the District.
- encouraging all staff to make positive daily connections with students.
- encouraging classroom teachers to maintain regular contact with əSÁNEÇ and other Aboriginal families.
- having a greater focus on positive communications and invitations for families to come to the school and school-sponsored events.



Métis Infinity Symbol

GOAL 2

àSÀNEÇ, other First Nations, Métis and Inuit students will develop an increased sense of identity and belonging within the school's learning community.

Targets will be set, where possible, before the end of the 2007/08 school year, once data are available and baselines have been established. Other targets and baselines will need to be determined during the first year of implementation.

| Student Performance Indicators: | Baseline | Target 2009 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------|
| ➤ Attendance rates in elementary schools | | |
| ➤ Attendance rates in middle schools | | |
| ➤ Attendance rates in secondary schools | | |
| ➤ Results of <i>Ministry Satisfaction Survey</i> questions: a) Existing question (parents): <i>Do you feel welcome in your child's school?</i> Elementary Secondary b) Existing question (students): <i>At school, do you participate in activities outside of class hours (for example, clubs, dances, sports teams, music)?</i> Elementary Secondary | | |
| ➤ Student participation in focus groups related to belonging | | |

GOAL 3

əSÁNEÇ, other First Nations, Métis and Inuit secondary school students will experience successful transitions.



Rationale:

School completion is increasingly more important in today's society.

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

Saanich District's əSÁNEÇ and other Aboriginal students have had a lower transition rate than non-Aboriginal students over the last few years.

The Saanich District Aboriginal 5-year Dogwood completion rate is 30%. The provincial rate is 50%. It is a District goal to improve the Saanich completion rate for all students, including Aboriginal students.

Saanich District values Dogwood completion rates for all students beyond the 5-year Ministry of Education measure.



With support from the community, the Saanich School District is committed to:

- continuing to support community-based homework programs.
- encouraging schools to provide əSÁNEÇ, other First Nations, Métis or Inuit role models who can share their experiences with younger students.
- involving students in development of strategies related to this goal.
- broadening the exposure of əSÁNEÇ and other Aboriginal students to post-secondary opportunities — e.g., college, university, apprenticeship programs and community heritage-based opportunities.
- recognizing and valuing the School Completion Certificate and the learning it represents. This may lead to further learning opportunities including post-secondary or heritage-based opportunities.

GOAL 3

əSĀNEĈ, other First Nations, Métis and Inuit secondary school students will experience successful transitions.

Targets will be set, where possible, before the end of the 2007/08 school year, once data are available and baselines have been established. Other targets and baselines will need to be determined during the first year of implementation.

| Student Performance Indicators: | Baseline | Target 2009 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------|
| ➤ Grade-to-grade transition rates in secondary school | | |
| ➤ Student Completion Rate in Grade 9 English | | |
| ➤ Student Completion Rate in Grade 9 Math | | |
| ➤ Student Completion Rate in Grade 9 Science | | |
| ➤ Student Completion Rate in Grade 10 English | | |
| ➤ Student Completion Rate in Grade 10 Math <ul style="list-style-type: none">- Principles- Essentials- Applications | | |
| ➤ Student Completion Rate in Grade 10 Science | | |
| ➤ Percent of əSĀNEĈ, other First Nations, Métis and Inuit students in trades and apprenticeships | | |
| ➤ Ministry of Education 6-year Dogwood completion for əSĀNEĈ, other First Nations, Métis and Inuit students | | |

| Student Performance Indicators: | Baseline | Target 2009 |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------|
| <ul style="list-style-type: none"> ➤ 6+ years Adult Dogwood completion for əSĀNEÇ, other First Nations, Métis and Inuit students | | |

In addition, we will track:

- (a) 5-year Dogwood completion for əSĀNEÇ, other First Nations, Métis and Inuit students
- (b) School Completion Certificates for əSĀNEÇ, other First Nations, Métis and Inuit students

IMPLEMENTATION TIMELINE

- 2007/08 data (student performance and satisfaction survey results) will be used to establish baseline data and provisional targets.
- 2008/09 will be the first school year when students' performance and satisfaction survey results will be compared to the baseline information.
- June 2008 to June 2013: The *Enhancement Agreement* is in effect. During this time the spirit of this agreement will be reflected in all schools throughout the District.
- Each year the content of the *Enhancement Agreement* will be reflected in the *District Accountability Contract*.
- In the fall of each year:
 - Results will be analyzed and evaluated through an annual review process conducted by the Enhancement Agreement Working Group and the Enhancement Agreement Committee.
 - Targets and implementation strategies/actions will be considered to ensure that they remain reasonable and attainable, and that they reflect meaningful focus. Targets and strategies/actions to support students' learning may be revised.
 - A summary report will be published to present findings, highlight improvements, and note changes deemed necessary by the Enhancement Agreement Committee.

**"Keep a few embers from the fire that used to burn in your village;
some day go back so all can gather again and rekindle a new flame
for a new life in a changed world."**

Chief Dan George
(*My Heart Soars*, 1974)



Memorandum of Agreement

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

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

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

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

**Saanich Indian School Board
(Chair) ***

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

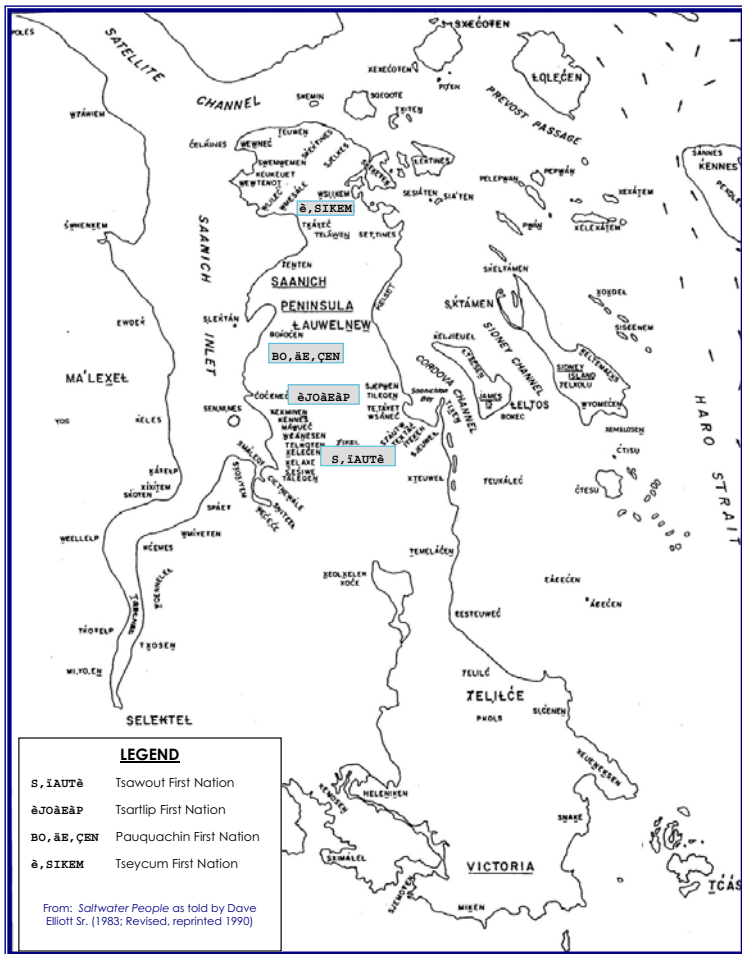
**Saanich Indian School Board
(Administrator)**

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

Ministry of Education

* The Chair of the Saanich Indian School Board is signing on behalf of the four communities of the əSÁNEÇ people: ʘO, ʘE, ʘEM (Pauquachin), ʘTOEʘEP (Tsartlip), ʘSIXEM (Isyemum) and S, ʘAUNʘA (Tsawout).

APPENDIX 1: əSĀNEÇ Traditional Territories and Place Names



APPENDIX II: Existing Strategies/Actions

Goal 1:

- *Shared Learnings* and locally-developed resources are implemented at the elementary, middle and secondary schools.
- Elders are invited to Parent Teas, luncheons and other school events.
- Events for "National Aboriginal Day" are planned for the month of June.
- Aboriginal speakers and guests visit classrooms throughout the school year.
- Cultural Respect Team meetings are held, regularly.

Goal 2:

- "Ready, Set, Learn" initiative available at all elementary schools for all three and four-year-olds.
- Community members are engaged as resource people in schools.
- School newsletters and District First Nations newsletter are distributed.
- *əSÁNEÇ* and other Aboriginal students are encouraged to participate in all functions and activities.
- Community Support Workers and Band workers are invited to school functions.
- Aboriginal art and artifacts on display in many schools.
- Libraries are building their collections of Aboriginal literature to contribute to understanding the significance of historical and contemporary life.
- *SENÇOÍEN* language classes provide opportunities for language and cultural learning for students in grades 6-8 at Bayside Middle School.
- First Nations Studies 12 offered in Saanich secondary schools.

Goal 3:

- Transition meetings are held to ensure maximum support and minimal disruption as students move from one school, program, or level to another.
- Aboriginal leadership and friendship groups are sponsored.
- Student attendance and achievement is monitored.
- Meetings are held at *İÁU, WEL ŪEİ* Tribal School for parents/guardians. At these meetings, course selection assistance is given and tours of secondary schools occur at a later date.
- Awards and scholarships for graduates are promoted and distributed by Saanich School District and Saanich Indian School Board.
- A community graduation dinner for graduates and their families is hosted annually by the Saanich Indian School Board.

All three goals are supported by the following⁹:

- The District First Nations Instructional Support Teacher is part of the District Instructional Team.
- The First Nations Staff (First Nations Support Teachers and First Nations Education Assistants) attend regular First Nations staff meetings.

⁹ Refer to the 2006-2007 Annual Report for the Local Education Agreement (L.E.A.) for additional strategies.

- Representatives of School District No. 63 (Saanich) and the Saanich Indian School Board attend regular meetings of the Local Education Agreement (L.E.A.) Committee.

APPENDIX III: Strategies/Actions

Actions for Goal 1:

- Identify/designate one key staff member in each school in order to integrate əSĀNEÇ and other Aboriginal perspectives throughout the school.
- Provide in-service opportunities to the key staff members from each school.
- Schedule an in-service event or opportunity per year based on First Nations "Ways of Knowing," and make the opportunity available to all staff in the District.
- Develop in-service focusing on Métis or Inuit history, heritage, culture and contemporary life.
- Increase the presence of əSĀNEÇ, other First Nations, Métis and/or Inuit people in all schools.
- Track the following questions in the B.C. *Ministry of Education Satisfaction Surveys*:
 - a) Existing question (parents): *Are personal differences respected at your child's school?*
 - b) Existing question (students): *At school, do you respect people who are different from you?*
 - c) Additional 07-08 question (parents): *How do you rate your child's knowledge of Aboriginal cultures?*
 - d) Additional 07-08 question (students): *How do you rate your knowledge of Aboriginal cultures?*
- Track the increasing number of cultural awareness programs/activities throughout the District.

Actions for Goal 2:

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

Actions for Goal 3:

- Utilize linear programs at Stelly's for core subject areas in grades 9 & 10 (English, Social Studies, Mathematics and Science) to help students consolidate their skills and experience success.
- Conduct a focus group with Aboriginal grade 6 students (new to middle school) regarding their experiences with transition.
- Develop a District instrument to survey grade 9 Aboriginal students at the end of the year to determine the effectiveness of transition support from middle to secondary school.
- Conduct a focus group with Aboriginal grade 10 students (new to secondary school) regarding their experiences with transition.

Actions for Goal 3: continued

- Provide Aboriginal students with knowledge of the range of opportunities available after secondary school.
- Continue active participation in the newly formed Saanich Peninsula Education Community (representatives from Saanich School District, ɪ̱ÁU, WEL ÚEɪ Tribal School and the Saanich Adult Education Centre) to increase students' opportunities.
- Participate in the work of the Saanich District's Graduation Task Force with particular attention to those students who take longer than six years to graduate.
- Track:
 - Grade-to-grade transition rates in secondary school
 - Student Completion Rate in Grade 9 English
 - Student Completion Rate in Grade 9 Math
 - Student Completion Rate in Grade 9 Science
 - Student Completion Rate in Grade 10 English
 - Student Completion Rate in Grade 10 Math
 - Student Completion Rate in Grade 10 Science
 - Percent of əSÁNEÇ, other First Nations, Métis and Inuit students in trades and apprenticeships
 - 5-year Dogwood completion for əSÁNEÇ, other First Nations, Métis and Inuit students
 - Ministry of Education 6-year Dogwood completion for əSÁNEÇ, other First Nations, Métis and Inuit students
 - School Completion Certificates for əSÁNEÇ, other First Nations, Métis and Inuit students
 - 6+ years Adult Dogwood completion for əSÁNEÇ, other First Nations, Métis and Inuit students

APPENDIX IV: Glossary of Terms¹⁰

Terms used by the Ministry of Education:

Grade-to-Grade Transition Rate:

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

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

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

Graduation Program (Grade 10-12) Requirements:

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

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

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

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

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

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

¹⁰ We wish to acknowledge the Aboriginal Education Enhancement Agreement from SD#48 (Howe Sound) for inspiration regarding the contents of this "Glossary of Terms."

Other relevant terms:

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

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