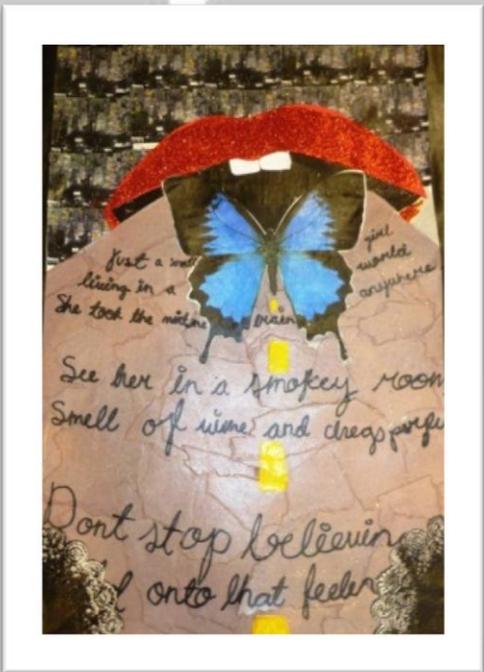




Report 3

Aboriginal Education Enhancement Agreement



Kathleen King-Hunt, District Principal

SD62

10/15/2012



ABORIGINAL EDUCATION

Enhancement Agreement Report Three – 2011 – 2012

School District No. 62 (Sooke)

INTRODUCTION

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

OUR GOAL AREAS:

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



ABORIGINAL EDUCATION COUNCIL 2010-13

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

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

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



FRAMEWORK FOR SUCCESS

OUR LOGO

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

Aboriginal Context

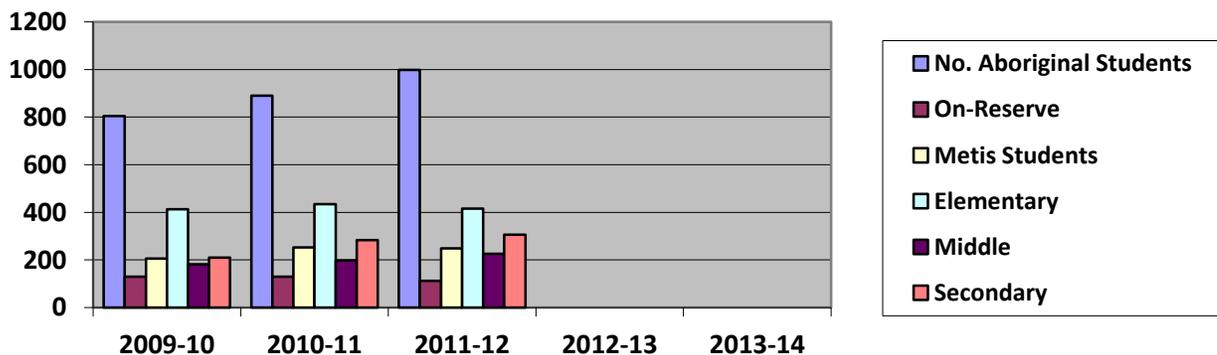


Figure 1 Observation: Context increasing in middle and secondary levels.



OVERVIEW OF PROGRAM SUCCESS 2010-11 to 2011-12

Figure 2- Ministry of Education How are We Doing? Note: Data reflects 2010-11 ministry data yearly increase.

11.2%	12%	27	26%	7%	2%	18%	73%
Students self-identifying over 11 years increase	Increased transition of all Aboriginal students from grade eight to graduation	Number of Aboriginal students taking Foundation & pre-Calculus 10 baseline with 44% C+	Apprenticeship and Work place Math 10 C+ or better baseline result	BCFNS12 C+ or better increase from 41% to 48%	Eng12 C+ or better Increase from 55% to 57%	Increase transition of Aboriginal male students	Six Year Completion Rate

OVERVIEW OF PROGRAM

In 2011-12, Aboriginal Education Department included 9 teachers; 16 support staff; 1 district principal. Included in the support staff is Halq'emeylen Language elder. In addition, the district supports a First Nation Grad program specifically designed for Aboriginal adults.

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

Community Initiated Events

In February 2012, T'Sou-ke Nation hosted 'Math Mania' at EMCS for all parents and children to engage in fun math activities. The event was in collaboration with SD62 Aboriginal Education, Sooke Literacy, UVIC/UBC, PIMS and EMCS leadership students.

In July 2011 and July 2012, the Aboriginal Education Department supported a community summer literacy and numeracy camp for children grades one to three. The camp was supported by UBC's Aboriginal initiative in numeracy. A number of Aboriginal students attended the camp. An elder week was a highlight, too. The camp was organized by Edward Milne Community School, Aboriginal Education Department, Sooke Literacy, T'Sou-ke Nation Youth initiatives and UBC.

Pacheedaht Nation recently formed a Youth Leadership group that held numerous function in which our school community can join. Event invites are posted on a Facebook page.

T'Sou-ke Nation has a homework club which is supported by Aboriginal Education staff for a second year.

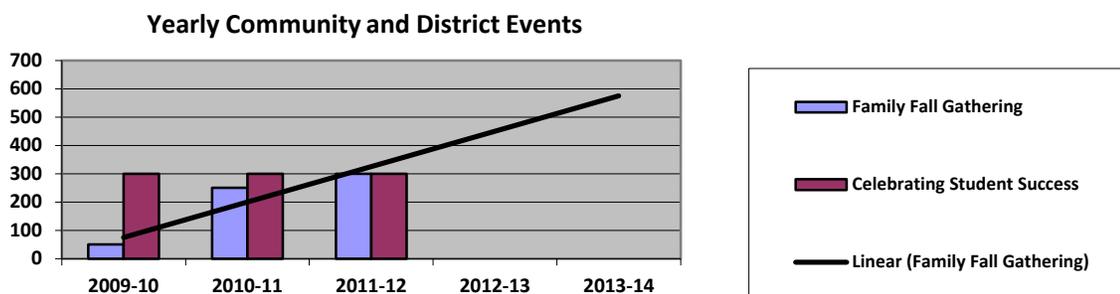
Read Society provided 'READ: *Capturing Stories, expanding knowledge* Editing and Cultural Stories' to honour our Coast Salish community heroes. The program will continue for a second year at middle school level.



Sense of Belonging Goal:

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

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



Family Fall Gathering

This fall started out with a wonderful event. Aboriginal Education Department hosted the annual FAMILY FALL GATHERING at Hans Helgesen Elementary. The evening started out with a Metis pin hand-out for the first 100 people that arrived. Families, students, teachers, principals, vice principals, school superintendent and assistant superintendents, trustees and community service providers joined the Aboriginal Education Department to welcome all back to an exciting school year! The cultural component included a traditional welcome to the territory– Coast Salish! Chief Russell Chipps, Scia'new Nation welcomed us to the local territory. Elder Shirley Alphonse opened the event with traditional welcome speaking in the traditional languages. Our theme was based on Metis history and Metis culture featured. Author David Bouchard shared traditional music and stories with the audience. David Bouchard continued to visited many schools throughout the year to promote reading! Our community service providers shared key highlights to families about services they provide in the community. In addition, a big congrats to the committee and Aboriginal Education staff for a successful event!

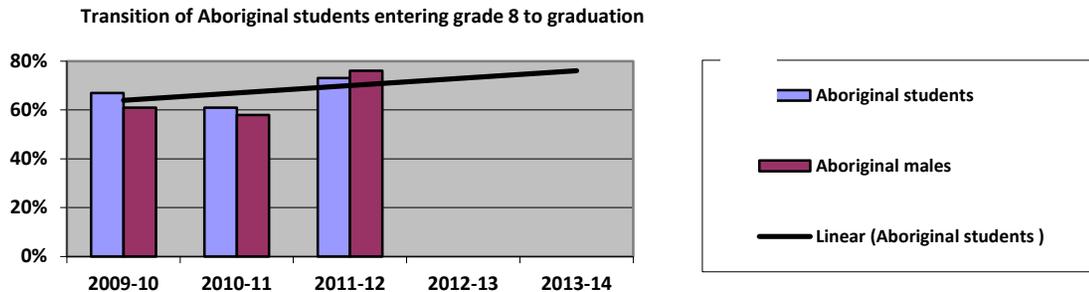
Celebrating Student Success

Our theme continues to highlight the Coast Salish moons. The featured moon was 'Rebirth of Earth' and students contributed a wealth of artwork for our feature wall. What a fabulous event. We had a full house at Dunsmuir Middle School. The Aboriginal Education Staff magically set up and displayed examples of student success the foyer area. A huge display reflecting all our schools efforts! The Celebrating Student Success committee created an event to remember. All were welcomed by huge posters displaying, welcoming figures and symbols of the Coast Salish creating a sacred circle in the gym. The Me to We Youth Leadership organization interactive activities to help celebrate the theme. Prior to the event Me to We organizers, visited Middle School students to engage students in leadership sessions and the Sacred Circle at T'Sou-ke Nation band hall and Scia'new Nation Longhouse. Elders and community members assisted in the Sacred Circle components. Journeys of the Heart families were welcomed and enjoyed an early learning centre. Everyone enjoyed an abundance of yummy sandwiches. The new schools committee was our keynote for the evening expressed words of wisdom on future schooling design and gathered feedback from families. The highlight of the evening was our schools' student performers. What talent!



Sense of Belonging Goal: (continued)

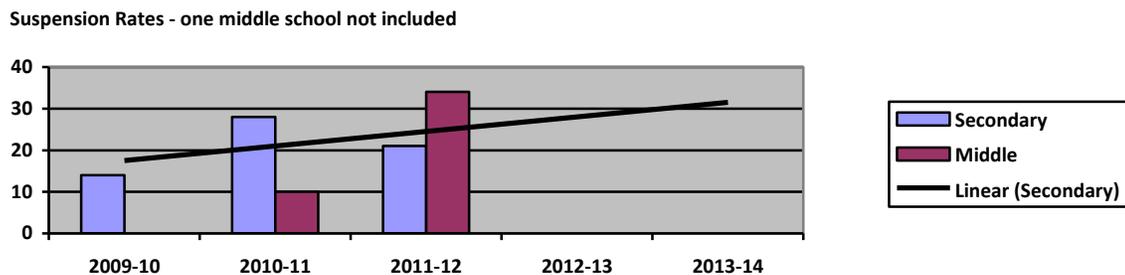
Figure 4- Transition rate target met. Increase of 12% overall and 18% for males.



Transition initiatives supporting an increase in results:

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

Figure 5- Suspension rate target not met



Initiatives to decrease suspension rates

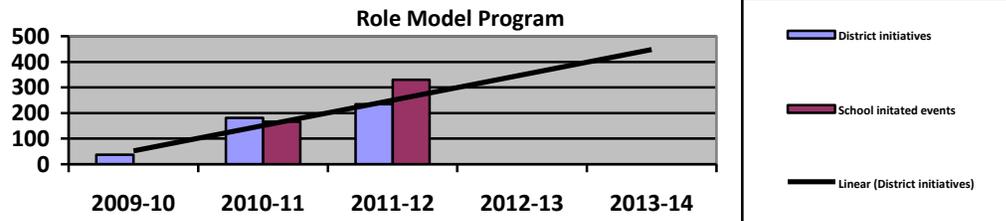
- Continue MetoWe- Sacred Circle program at the Middle School level embraces success for all and youth leadership
- Track the number of Aboriginal students participating in extra- curricular sport teams (**539 in 10/11; 124 in 11/12** Aboriginal students in music (**199 in 10/11; 101 in 11/12** Aboriginal students)
- Support the classrooms at all levels with cultural initiatives with the 'new' role model binder

Goal: Sense of Belonging: to increase Aboriginal students' sense of place, belonging and caring in School District No. 62 (Sooke)			
Target	Indicator	Result 2010-11	Met
Increase participation of two community events up to 300 participants	Family Fall Gathering Oct. 6 Celebrating Student Success March 16	300 attendees 300 attendees	Yes Yes
Increase 67% to 74% transition for all Aboriginal students	Transition rates from grade 8 to grade 12	73% increase by 12% (from 61% 10/11)	No
Increase 61% to 74% transition for Aboriginal male students	Transition rates from grade 8 to grade 12	76% increase by 18%	Yes
Decrease the number of suspensions at secondary level by 5 from 14 students (no repeat names)	Suspensions decreased from 28 to 21	7 less suspensions	No



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

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



Role Model Program

All schools are entitled to utilizing a role model program throughout the year. The total of role model events was 181 in 2010-11 and 235 in 2011-12. This is an increase of 54 role model presentations in schools. There was a decrease in school initiated events from 166 functions to 95 for this reporting year. The Victoria Native Friendship Centre offered a program titled ‘Box of Treasures’ in which many schools provided school funds for the honorarium. Numerous schools received extra funds from school P.A.C.s to support cultural events.

Ready, Set, Learn funds were provided for Port Renfrew Elementary, Zone events at SeaParc and the Westshore Mall, Journeys of the Heart, and A Place to Play. At Wishart Elementary, Journeys of the Heart, Art Napoleon performed to 60 participants up from 27 participants the previous year. Port Renfrew RSL had numerous events and one featured David Bouchard with excellent turn out from the community. New this year ‘A Place to Play’, Scia’new Nation were nine book bag collections for pre-schooler children to use at home.

Aboriginal Ways of Knowing ‘New’ Survey

Aboriginal students at the elementary results decreased for the question related to students commenting they learn ‘a lot’ about their culture at school. Aboriginal students at the middle and secondary students percentage decreased regarding the comment they (students) learn about their culture at school.

Approximately, Year one: 333 Aboriginal students K to 12 completed the survey. Year two: 327 students completed the survey. The Aboriginal Education staff assisted on the development of the questions and the survey is now completed on-line.

Goal: Aboriginal Ways of Knowing: to increase awareness and understanding of Aboriginal Ways of Knowing in both Aboriginal and non-Aboriginal students.			
Target	Indicator	Result 2010-11	Met
Increase the number of students participating in survey by 50 students.	333 to 327 participants year two	Baseline Data	No
Elementary: I am learning about Aboriginal people in my school.	107 responses to 180	25% (27/107) to 22.2% (40/180)	No
Elementary: I understand and have knowledge about my Aboriginal heritage.	119 responses to 180	33% (39/119) to 23.9% (43/180)	No
Secondary: I am learning about Aboriginal people in my school.	195 responses to 146	47% (92/195) to 27% (40/146)	No
Secondary: I understand and have knowledge about my Aboriginal heritage.	198 responses to 147	63% (124/198) to 44% (64/147)	No



Aboriginal Ways of Knowing Goal: (continued)

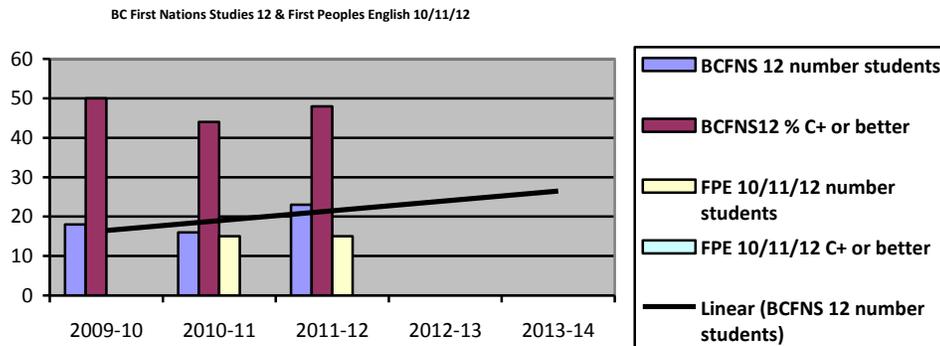


Figure 7- Increase enrolment and completion at secondary level not met

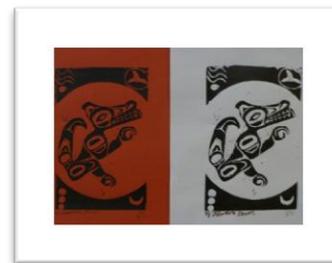
Initiatives to increase secondary participation and completion rates.

- 2009-10 two teachers attended the First People English Institute; 2010-11 three teachers attended the institute; flyer information was distributed widely
- ESD teacher increase to address literacy at the middle and secondary level; maintain ESD teacher role at elementary level; provide inclusive classroom strategies using Aboriginal Education 'Oral Language' picture book lessons and classroom strategies
- Increase the number of Aboriginal content resources at the middle school level
- The district developed an Achievement Contract Aboriginal goal

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

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

Absolutely amazing, interactive, educational, creative © Our presenter was warm and engaging. Thank-you so much. On the scale the presentations 'exceeds' expectations. David Cameron Teacher, 2011-12



Goal: Aboriginal Ways of Knowing: to increase awareness and understanding of Aboriginal Ways of Knowing in both Aboriginal and non-Aboriginal students.			
Increase school role models from 37 in 2009-10 to 50 role model presentations	Aboriginal Education Department	2010-11 : 181 2011-12 : 235	Yes
Increase BCFNS12 participants from 18 students to 25 students	How Are We Doing Report	23 students in 10/12	No
Offer FPE 10/11/12 at larger secondary schools or all four	1 of 4 secondary schools one offers FPE10/11/12	15 students at WS Annex for second year	No
Increase BCFNS12 C+ or better from 50% to 61%	How are We Doing Report	48% C+ or better	No



Language Goal:

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

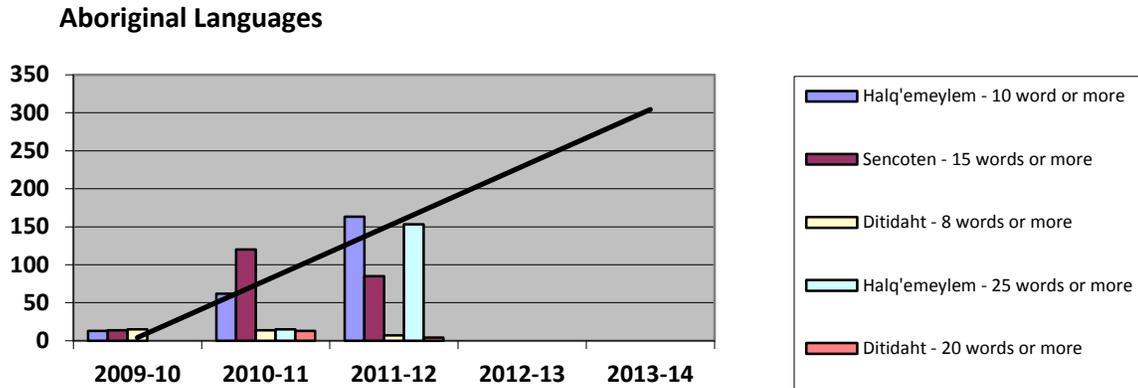


Figure 8- Target met to increase language awareness to 25 words

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

On-line Aboriginal Language Sites:

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

T’Sou-ke Nation Elder program

T’Sou-ke Nation provides curriculum at the early learning program Sum-SHA-Thut-Lellum for FDK classrooms in three Sooke Elementary Schools starting in 2010-11. Eighty-five Kindergarten schoolchildren participated in Thursday Elder Project in five Full Day Kindergarten classrooms. Kindergarten students surpassed expectations with Sencoten language. At the end of the year, parents requested a Sencoten resource to use at home. Aboriginal Education department will continue to support the program in three elementary schools as agreed by an elder.

Goal: to increase knowledge of Aboriginal language by Aboriginal and non-Aboriginal students.			
Increase 13 elementary students awareness of more than 10 words to 25 in Halq’emeylem	Halq’emeylem teacher classes before and during class; in-class ‘new’	163 students increased language	Yes
Increase 14 students awareness of 15 words to 25 words in Sencoten	Elder Pilot Project focusing on Sencoten	85 Kindergarten participated	Yes
Increase baseline 15 students awareness of 8 words to 20 words in Ditidaht (Note: there were seven students participating.)	7 students enrolled at Port Renfrew; awareness of Ditidaht language	4 students learned ten words or more	n/a



Achievement Goal:

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

Graduation Rates

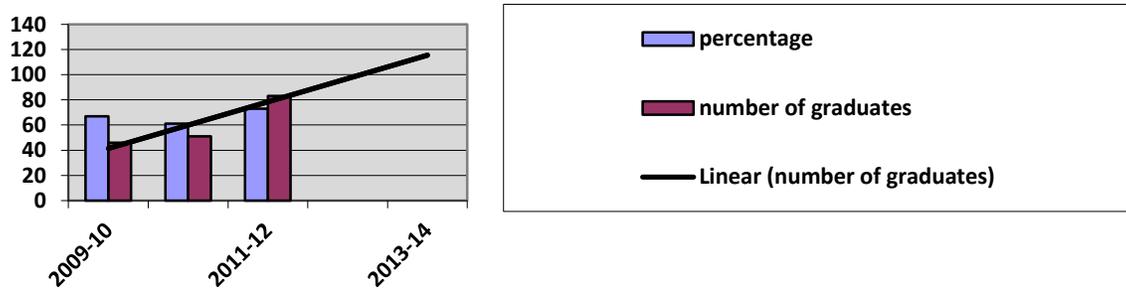
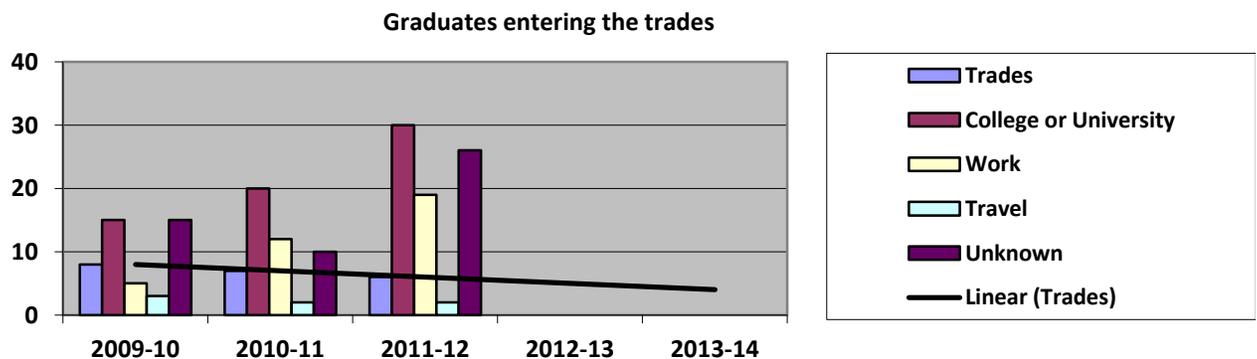


Figure 9- Number of Aboriginal students entering the trades not met.

BC First Nation Studies 12

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

Figure 10 College and/or University



Goal: to increase knowledge of Aboriginal language by Aboriginal and non-Aboriginal students.			
English 10 enrolment increase from 60 to 62 students.	How are We Doing Report	61 students enrolled decrease by 7	Yes
English 10 completion C+ or better from 28% to 33%	How are We Doing Report	38% C+ or better	Yes
English 12 enrolment increase from 32 to 37 students	How are We Doing Report	28 students; decrease by 16	No
English 12 C+ or better from 53% to 58%	How are We Doing Report	57% C+; increase by 2%	No
Foundations of Math 10 enrolment tracking	How are We Doing Report	27 students baseline	Yes
Foundations of Math 10 completion C+ or better	How are We Doing Report	44% C+ or better	Yes
Biology 11 or 12		TBA	
Chemistry 11 or 12		TBA	
Physics 11 or 12		TBA	



Achievement Goal: (continued)

Elementary & Middle Reading

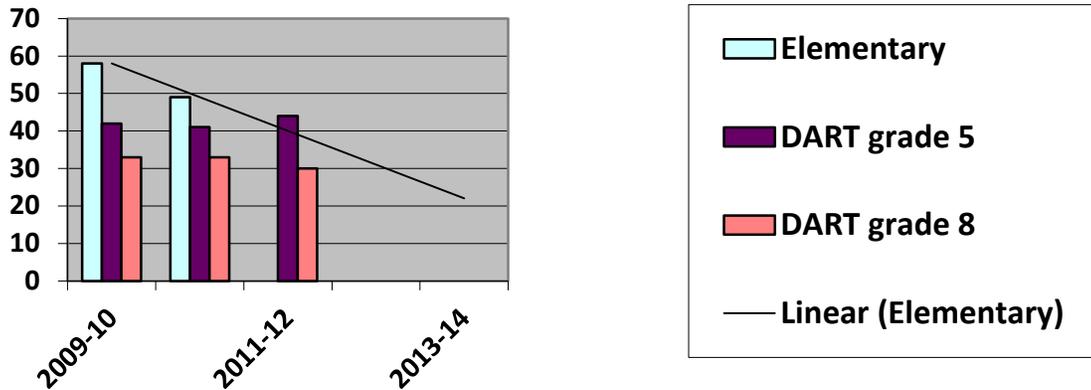


Figure 11- DART Elementary or Middle School target not met; Elementary L.A. results vary.

Goal: to enhance the achievement and success of Aboriginal students from 'K' to Gr 12 in academics as well as training for trades and lifeskills.			
Increase six year graduation rate from 67% to 70%	73% 2010-11		Yes
Increase the number to five more students graduating in 2010-11	46 students graduated in 2009-10; 51 students graduated in 2010-11	83 students graduated in 2010-11	Yes
Increase the 8 students entering trades to 13 students	Track students at the school level	6 students	No
Increase elementary students meeting expectations in reading from 58% to 60%			
Increase D.A.R.T. grade 5	D.A.R.T. data sheets	DART 5 42% to 44%	Yes
Increase D.A.R.T. grade 8	D.A.R.T. data sheets	DART 8 33% to 30%	No

- Increase ELL/ESD support in-classrooms with oral language strategies.
- Focus Elementary Literacy teacher at two elementary schools.



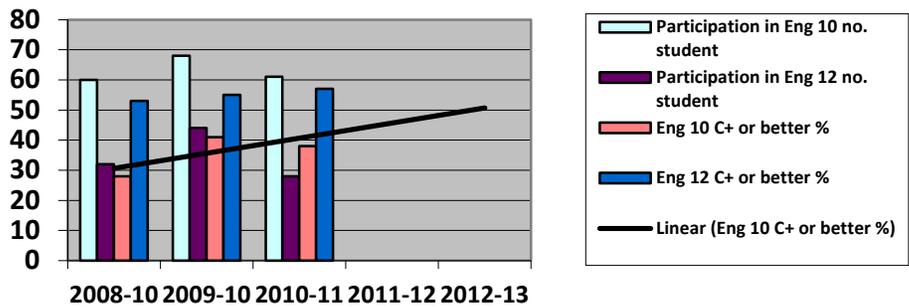


Figure 12- English results target met and increasing.

First Peoples English 12

Westshore Annex First Nation Grad Program offers First Peoples English 10/11/12. The Aboriginal Education Department teachers attended the First Peoples English 10/11/12 workshop in Kamloops to assist in promoting the course and to increase the number of schools offering the course.

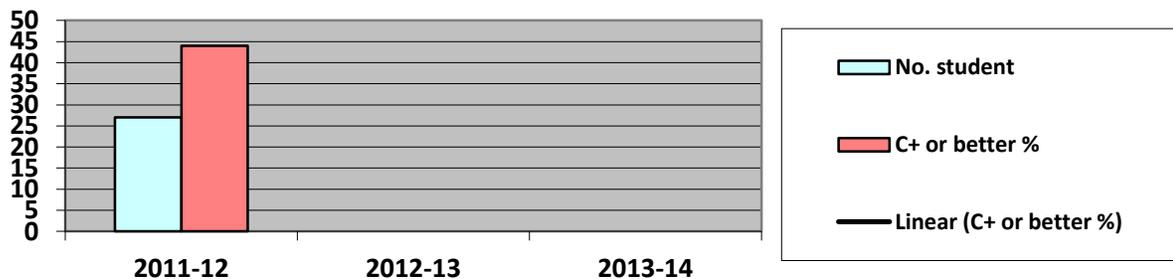


Figure 13- Foundations of Math 10 is baseline.

Aboriginal Education Department Recognition Ceremony

The graduation recognition ceremony was held at Camosun College, Na'tsa'maht in May. Eighty-three graduates and families had the opportunity to celebrate success in a more traditional outdoor venue. Coast Salish honouring ceremonies were featured. Our keynote for the ceremony author Richard Van Camp, humoured the audience with encouragement in future plans. The Aboriginal Education Department received positive feedback from students, families and organizations. The committee collaborated with the Aboriginal Education Council stakeholders at monthly meetings and First Nation communities.



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

Example One:

A direct focus on regular classroom literacy generated an inquiry project that fully integrated Aboriginal themes related to assessment for learning strategies. The project will be published in a well-regarded curriculum assessment for learning book as an example for teachers at the middle school level in Canada.

“The inquiry project was a fantastic opportunity to collaborate with other teachers on staff, grow professionally and offer Aboriginal content to a broad spectrum of students, both Aboriginal and non-Aboriginal. It was a project that allowed connection across curricular areas, choice on behalf of the students and creative risk-taking on behalf of the teachers. The unit that was created will now continue to develop as it is utilized by a variety of classroom teachers next year.” Teacher

Example Two:

A direct focus on regular classroom literacy lessons enhanced the middle schools focus on literacy and assessment for learning whole school approach. Anecdotal reports were well received as being a positive approach for all students in many classrooms.

*The teacher introduced photos of the Aboriginal Education department’s yearly ‘Family Fall Gathering’, specifically photos of David Bouchard, as an intro to the author and the author’s book being featured. Then, the students played a jeopardy-style matching game with ten vocabulary words. The story was read eliciting students to connect to each totem character after each character was introduced. At the end of the story, another matching game was played in small groups to recall totems introduced. Students had to match all of the totem animal cards with each totem’s characteristic’s cards.
As an option, students wrote short pieces after - each person chose a totem that represented him/her, and explained why.*

“Students enjoyed learning about the different totems, and thinking about which totem might best represent themselves. Through a structured reading lesson, students were able to easily recall details they had learned from the story.” Teacher

Example Three:

BCFN12 - All students continue to produce consistent successful results in the ‘How are We Doing Reports’ and in related exams and classroom marks. The anecdotal reports regarding a holistic approach to learning have been well received.

An excerpt from *Westshore The Art of Island Living, Spring/Summer 2012.*

*If this course wasn’t offered, I don’t think I would care as much (about First Nations issues).” She says of B.C. first Nations Studies 12. ‘The things we have learned from it is information everyone should know. It makes you think before you judge someone.
Belmont grade 12 BCFN12non-Aboriginal student*

*...(the educational model) helps me understand my background better. Says Belmont secondary school grade 12 student Zach Logan, 17. “I knew I was native, but I just didn’t know what it completely meant. (The things I am learning) have really made me feel proud to be First Nations.”
Belmont grade 12 Aboriginal student*



*Acknowledgement of Artwork published in
'Duck Soup for the Aboriginal Soul, XII*

Title Page

- *K. Purdy* *EMCS*
- *A. Grigg,* *EMCS*
- *B. White* *EMCS*
- *A. Collins* *Belmont*

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- *A. Thomas* *FN Grad,
Westshore*

Page seven

- *K. Purdy* *EMCS*
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- *T. Lauer* *Belmont*

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- *D. Charlie* *Belmont*