

School District No. 63 (Saanich),  
WSÁNEĆ, Other First Nations,  
Métis and Inuit  
Education Enhancement Agreement  
(2008-2013)

***YEAR ONE REPORT Incorporates***  
*baseline data from 2007/08 (completed January 2010) and*  
*data from 2008/09 (completed May 2010)*



***Our Journey Together***

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## INTRODUCTION

We acknowledge that School District No. 63 (Saanich) operates within the traditional territory of the WSÁNEĆ people, who were signatories of the Douglas Treaty. The first *School District No. 63 (Saanich), WSÁNEĆ, Other First Nations, Métis and Inuit Education Enhancement Agreement* was signed in June 2008. This is the Report for year one of the Education Enhancement Agreement.

It is a privilege to report on the District's progress in meeting the goals of our Education Enhancement Agreement. The data in this report starts in the 2007/2008 school year which forms the baseline measure towards building future improvements. Goal one was designed to assist all students in developing a deeper cultural awareness and respect for WSÁNEĆ, other First Nations, Métis and Inuit people. Goals two and three were designed to assist students of First Nations, Métis and Inuit heritage develop a stronger sense of identity and belonging and to experience successful transitions. We are committed to making a difference over time.

Our three goals contained in our Education Enhancement Agreement are listed in order of importance as identified in partnership with our local communities. We are thankful for the feedback and direction provided by the Education Enhancement Agreement Committee, First Nations Staff, Key Staff Members at each school, School Administrators and community members in attendance at the community meetings in the four villages. We are pleased that this report, "Our Journey Together" is also collaborative and rich in process in terms of building on the voices from our communities.

This report will be updated and reprinted in March 2010 with 2009 data.

The 2010 report using all data from 2009 will be prepared in December 2010. All future reports will be written in December as this will allow the Enhancement Agreement Report to coincide with the Superintendent's Report on Achievement.

# GOALS

## **GOAL 1:**

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

## **GOAL 2:**

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

## **GOAL 3:**

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

## CULTURAL AWARENESS AND RESPECT

### Goal 1:

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

#### Rationale:

WSÁNEĆ, other First Nations, Métis and Inuit peoples attend schools in Saanich within the traditional territories of the WSÁNEĆ people. Cultural understanding is key to harmonious relationships between all students and cultures.

Results pertaining to Goal 1 are included on pages 4, 5, 6 and 7.

# GOAL 1 - CULTURAL AWARENESS AND RESPECT

## Expectation:

It is expected that over time, a greater number of Saanich parents will believe that personal differences are respected at school.

Data Source: Ministry Satisfaction Survey

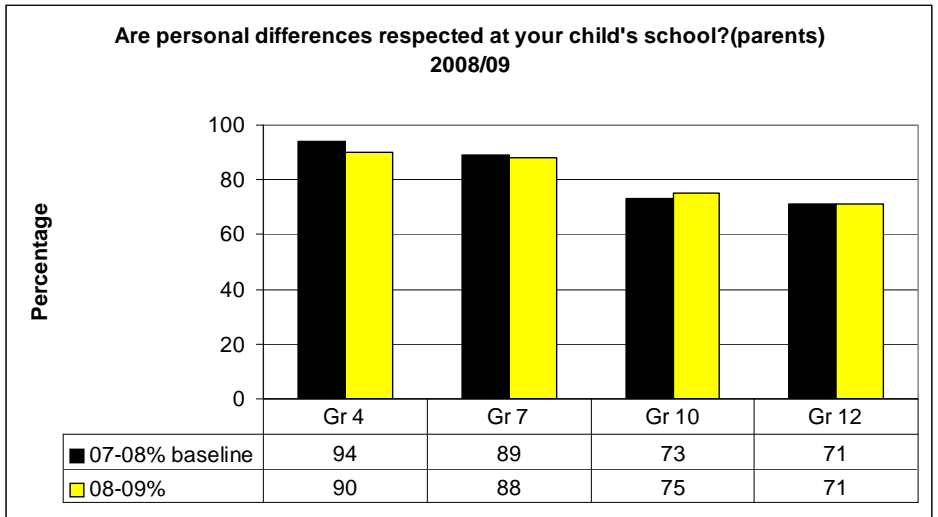
### 09-10 Targets for Improvement

Grade 4: maintain

Grade 7: maintain

Grade 10: 80%

Grade 12: 80%



## Results:

We have learned that amongst parents in School District 63 (Saanich), parents of younger students believe differences are respected. It is our expectation to increase this level amongst parents of older students.

# GOAL 1 - CULTURAL AWARENESS AND RESPECT

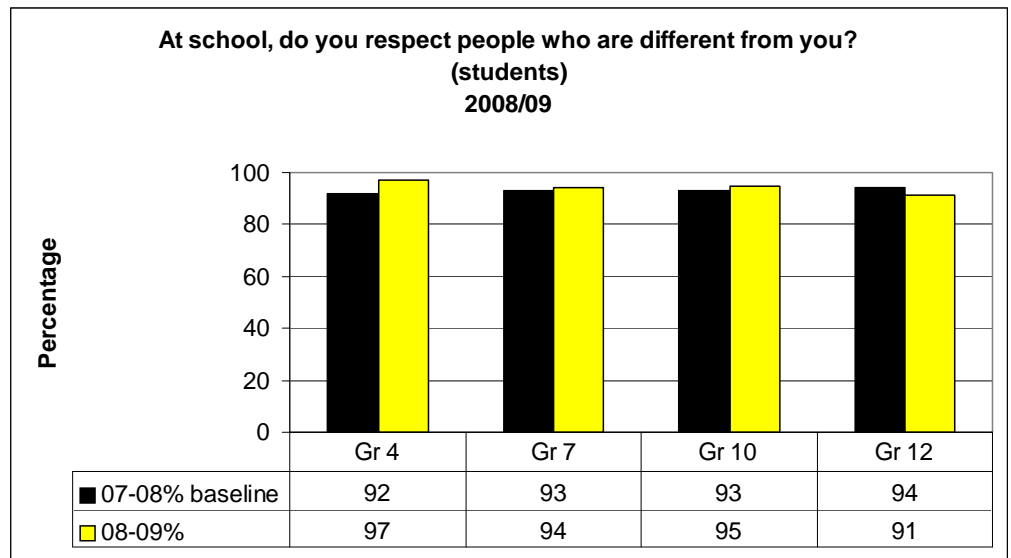
## Expectation:

It is expected that over time, a very high number of students will continue to respect people who are different from you.

Data Source: Anecdotal Feedback from Key Person for Implementation of Enhancement Agreement  
 Data Source: \*WDYDIST Survey (available in Report for Year 2)  
 Data Source: Ministry Satisfaction Survey

### 09-10 Targets for Improvement

- Grade 4: maintain
- Grade 7: maintain
- Grade 10: maintain
- Grade 12: maintain



## Results:

We have learned that a very high percentage of students in all grades surveyed respect people who are different from themselves. This is a strong result.

\* What Did You Do in School Today

# GOAL 1 - CULTURAL AWARENESS AND RESPECT

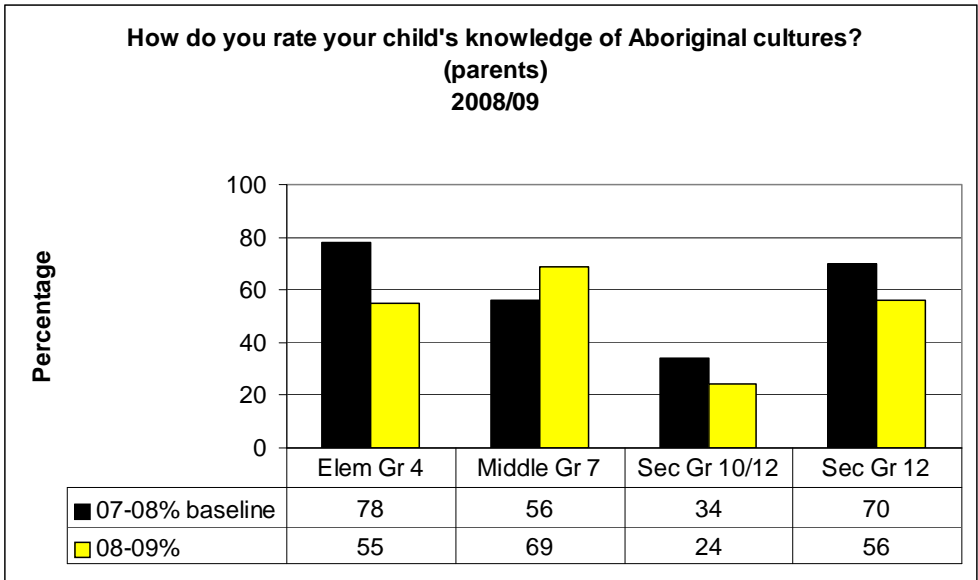
## Expectation:

It is expected that over time, parents will rate their child's knowledge of Aboriginal culture at a higher level.

Data Source: Ministry Satisfaction Survey

### 09-10 Targets for Improvement

- Grade 4: 75%
- Grade 7: maintain
- Grade 10: 40%
- Grade 12: 70%



## Results:

We have learned that there is an irregular level of positive parent perception on the topic of cultural knowledge. We are concerned about the low number of parents responding to the survey and therefore the validity of the results. We must find another way to gather this data or find ways to increase parent participation in the survey.

# GOAL 1 - CULTURAL AWARENESS AND RESPECT

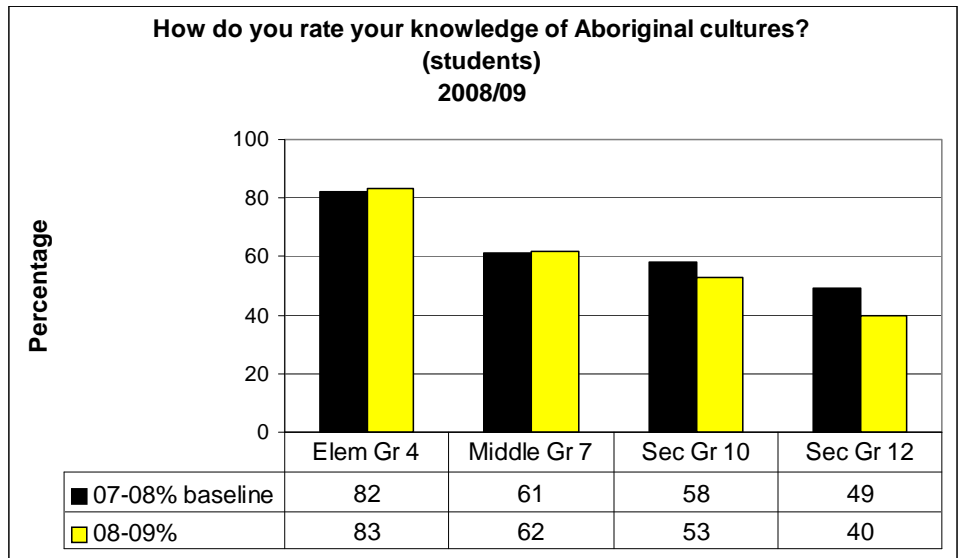
## Expectation:

It is expected that over time, students will rate their knowledge of Aboriginal culture at a higher level.

- Data Source: Anecdotal Feedback from Key Person for Implementation of Enhancement Agreement
- Data Source: Ministry Satisfaction Survey
- Data Source: WDYDIST Survey (available in Report for Year 2)

### 09-10 Targets for Improvement

- Grade 4: maintain
- Grade 7: 64%
- Grade 10: 60%
- Grade 12: 51%



## Results:

We have learned that either there is a declining level of cultural knowledge or a greater awareness of the breadth of knowledge to be learned amongst students. As reflected in the anecdotal feedback, schools across the district are creating more opportunities to deepen knowledge of aboriginal culture. It is more imbedded in practice.

# GOAL 1 - CULTURAL AWARENESS AND RESPECT

## STRATEGIES/ACTIONS

### We plan to. . . .

#### School Based:

- increase the presence of WSÁNEĆ, other First Nations, Métis and/or Inuit people in all schools;
- try to increase the respondent rates of parents in the Ministry survey;
- have more multi-cultural events at all schools for staff and students; and
- increase teacher opportunities for learning about Aboriginal cultures to increase their level of comfort for teaching relevant content.

#### District Based:

- bring consistency to data at all levels (e.g., grade 4, grade 7, grade 10, grade 12);
- continue to provide in-service opportunities for key staff members at each school in order to assist them in the integration of WSÁNEĆ other First Nations, Métis and Inuit 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;
- track the increasing number of cultural awareness programs/activities throughout the District and
- use information from the "What Did You Do In School Today" student survey to inform this report in year two.

#### Parent/Community Based\*:

- encourage more First Nations community members to apply for employment within the School District in a variety of jobs;
- have the First Nations Support Worker Program employees do walkabouts at schools where there are small or increasing numbers of First Nations students;
- have First Nations communities invite schools to host regular parent teacher meetings and PAC meetings in the First Nations communities;
- have community members make themselves available to share their culture with students and teachers at the schools on a more regular basis; and

- have First Nations community members extend invitations to school staff members regarding local community events throughout the school year.

\*These ideas were generated by parents and members of the community as a result of the four community meetings held at Tsartlip, Tsawout, Tseycum and Pauquachin.

## SENSE OF IDENTITY AND BELONGING

### Goal 2:

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

#### Rationale:

Students will have a greater sense of belonging as a result of seeing their histories, cultures and traditions reflected in the curricula, which will be fostered by parents and school staff working together towards a common goal.

Results pertaining to Goal 2 are included on pages 11 and 12.

# GOAL 2 - SENSE OF IDENTITY AND BELONGING

## Expectation:

It is expected that over time, attendance rates will improve.

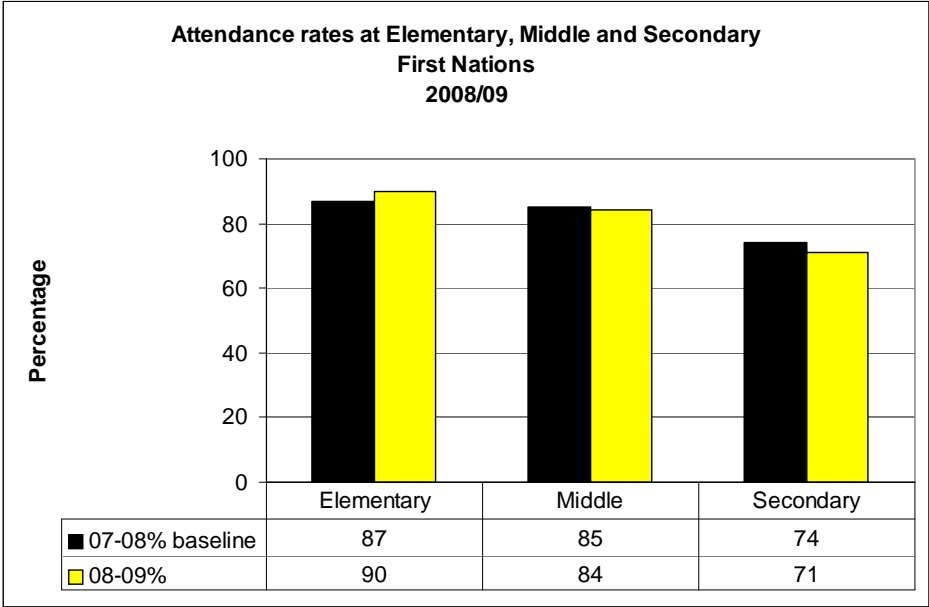
Data Source: School daily attendance records.

**09-10 Targets  
for Improvement**

Elementary : 92%

Middle: 87%

Secondary: 76%



## Results:

We have learned that attendance rates are a concern at all levels for our First Nations, Métis and Inuit students.

The attendance rate for Non-Aboriginal students is:

- 95% at the elementary level
- 93% at the middle level and
- 92% at the secondary level.

This indicates that the WSÁNEĆ, other First Nations, Métis and Inuit students attend at a lower rate.

# GOAL 2 - SENSE OF IDENTITY AND BELONGING

## Expectation:

It is expected that there will be a higher level of involvement in activities outside school hours amongst First Nations, Métis and Inuit students.

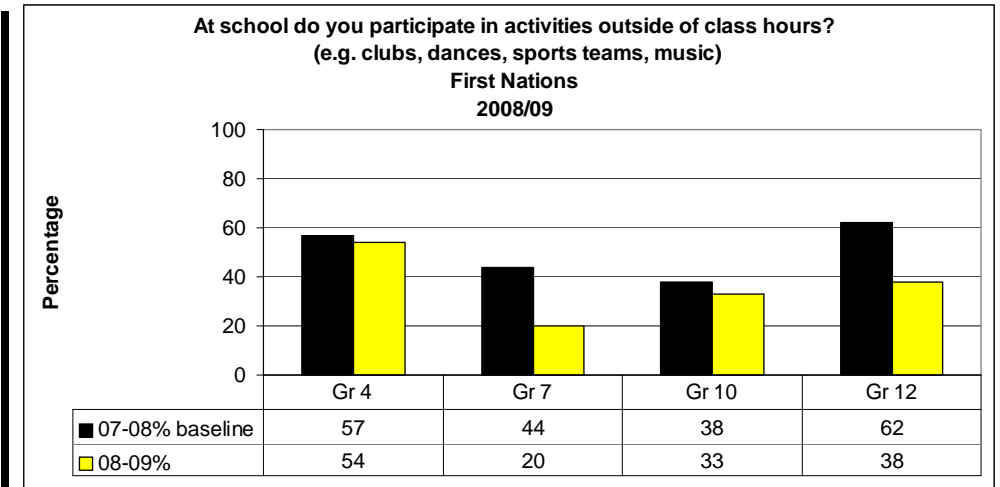
Data Source: Student Interviews (sample focus groups)  
re: sense of belonging and participation  
(available in Report for Year 2)

Data Source: WWDYDIST (available in Report for Year 2)

Data Source: Ministry Satisfaction Survey

### 09-10 Targets for Improvement

- Grade 4: 59%
- Grade 7: 46%
- Grade 10: 40%
- Grade 12: 64%



## Results:

We have learned that we need to find ways to encourage more First Nations, Métis and Inuit students to participate in activities outside of class hours. It is important to gather more information from other data sources in order to have a more accurate representation of the total aboriginal population.

## GOAL 2 – SENSE OF IDENTITY AND BELONGING

### STRATEGIES/ACTIONS

#### We plan to. . . .

##### School Based:

- implement a Cultural Respect Team;
- encourage First Nations, Métis and Inuit students to be involved in extra-curricular activities and work with their families and communities to facilitate their participation;
- 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;
- increase the awareness and invite participation in clubs that are offered at school;
- encourage different cultures to interact in activities with one another;
- continue building stronger relationships between First Nations, Métis, and Inuit families and School District staff;
- increase community role model presence in schools; and
- continue involvement in the Saanich Peninsula Education Community (SPEC).

##### District Based:

- track attendance rates for First Nations, Métis and Inuit students in elementary, middle and secondary school and
- use information from the “What Did You Do In School Today” student survey to inform this report in year two.

##### Parent/Community Based\*:

- increase the number of First Nations, Métis and Inuit parents on school Parent Advisory Committees;
- find a balance between cultural activities and the need for consistent attendance;
- invite teachers to the First Nations communities for meetings;
- offer to be a First Nations parent advocate to attend meetings with other parents who may not be as familiar with the school system;
- encourage the children to participate regularly in the community after school homework clubs/programs;
- develop a First Nations community event calendar to be shared in school newsletters;

- send invitations to school staff to support First Nations students/families in community events (examples may include soccer tournaments, pow-wows, canoe races etc.);
- encourage students to become more involved in sports at every level – team and individual; and
- visit primary classrooms to buddy read with students.

\*These ideas were generated by parents and members of the community as a result of the four community meetings held at Tsartlip, Tsawout, Tseycum and Pauquachin.

## GOAL 3 – SUCCESSFUL TRANSITIONS

### Goal 3:

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

#### Rationale:

Saanich School District's WSÁNEĆ and other Aboriginal students have had a lower grade to grade transition rate than Non-Aboriginal students over the last few years, and it has been noticed by the school district that completion is increasingly more important in today's society.

Results pertaining to Goal 3 are included on pages 16, 17, 18, 19, 20 and 21.

## GOAL 3 - SUCCESSFUL TRANSITIONS

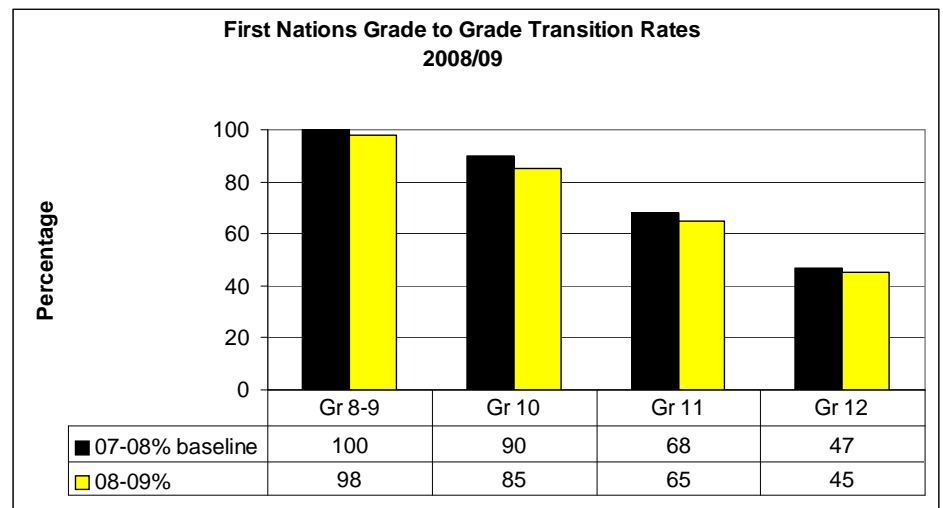
### Expectation:

It is expected that over time, the grade to grade transition rates for First Nations, Métis and Inuit students will improve throughout the secondary years.

Data Source: Ministry Transition Rates

#### 09-10 Targets for Improvement

Grade 8-9:	maintain
Grade 9-10:	95%
Grade 10-11:	75%
Grade 11-12:	50%



### Results:

We have learned that First Nations, Métis and Inuit students are leaving school at an unacceptable rate in grade 11 and grade 12. This is an area of significant focus for the district. We also need to acknowledge and document those students who left their neighbourhood school for another educational program.

## GOAL 3 - SUCCESSFUL TRANSITIONS

### Expectation:

It is expected that a higher number of First Nations students will be successful in core subjects in grades 9 and 10.

Data Source: Secondary Report Cards

The data and results reflect all three neighbourhood schools. In future the Individual Learning Centres (ILCs), will be reported separately.

### Course Pass Rates Grade 9 – First Nations Students

Course	2008 Pass/Total	2008 Percent	2009 Pass/Total	2009 Percent	Target
English 9 (Regular & Linear)	20/25	80%	18/21	86%	87%
Math 9 (supported)	9/12	75%	6/8	75%	80%
Math 9 (Pre-Principles)	Too few students to compare (5 students)				52%
Science 9 (Regular & Linear)	19/27	70%	20/28	71%	75%

### Course Pass Rates Grade 10 – First Nations Students

In future it is our intention to use the data and results from the new Provincial required examinations reflecting all Aboriginal students in Saanich School District.

Course	2008 Pass/Total	2008 Percent	2009 Pass/Total	2009 Percent	Target
English 10 (Regular & Linear)	15/23	65%	19/32	59%	70%
** Math 10 Essentials	6/12	50%	12/28	43%	55%
** Math 10 Applications	6/8	75%	6/7	86%	80%
Math 10 Principles	5/7	71%	Too few students to compare (5 students)		75%
Science 10 (Regular & Linear)	15/25	60%	19/28	68%	70%
Socials 10 (Regular & Linear)	24/28	86%	32/37	86%	90%

### Results:

We have learned that First Nations, Métis and Inuit participation and success rates in significant core areas (English 10, Science 10, Math 9) are in need of improvement. These are two areas of focus for the district.

\*\* Math 10 Essentials and Math 10 Applications will be combined to create Apprenticeship & Workplace Math. Therefore, baseline data will need to be collected again.

## GOAL 3 - SUCCESSFUL TRANSITIONS

### Expectation:

It is expected that over time, school completion rates will improve for First Nations, Métis and Inuit students and be more in line with the provincial rate.

Data Sources:     - Ministry 6 Year Dogwood Completion Rate  
                           - Graduation Rate Improvement Team (GRIT)  
                           - The Superintendent's Annual Report on Student Achievement (December 15, 2009)

**09-10 Target  
for Improvement**

**35%**

<b>6 Year Dogwood Completion - First Nations</b>			
Saanich 07-08	21%	Province	47%
Saanich 08-09	28%	Province	49%

<b>* Adult Graduation Diploma (Adult Dogwood) - First Nations</b>	
07-08	08-09
0 students	2 students

<b>** School Completion (Evergreen) – First Nations</b>	
07-08	08-09
6 students	7 students

As noted in the *Superintendent's Annual Report on Student Achievement* (Dec. 15, 2009) the First Nations 6 Year Completion Rate Adjusted to 49% in 2008/09 (see \*\*\*Explanatory Note 2: on page 19).

### Results:

The six year Dogwood completion rate in Saanich for First Nations, Métis and Inuit is very low. Even though our 2009 Dogwood Completion rate for First Nations, Métis and Inuit students has increased to 28% from 21% it continues to be a significant area of focus for School District #63 (Saanich).

\* 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.

\*\* Students with special needs who complete a modified program are awarded an Evergreen Certificate when they achieve the goals of their individual education plan (IEP).

## GOAL 3 – SUCCESSFUL TRANSITIONS

In Saanich, however, we have analyzed our data and discovered that several First Nations non-completers listed by the Ministry are still either in school in year seven or eight, or receiving a School Completion Certificate (modified program). Saanich School District values Dogwood Completion rates beyond the six year Ministry of Education measure. It is important to report on successful student completion as it occurs beyond the Ministry's timeline.

\*\*\* Explanatory Note 2: First Nations 6-Year Completion Rate Adjusted to 49%

While the First Nations Completion rate increased from 21% to 28%, this rate is still of significant concern for the district. A review of this completion rate requires (1) an analysis of student level data to ensure that the number is valid, and (2) a comment on what we are doing in Saanich to improve graduation success rates for students of First Nations heritage.

### *The Numbers:*

We know from Ministry statistics that 12 students of First Nations ancestry graduated, meaning that for a 28% completion rate the number of First Nations students in the cohort (adjusted for out-migration) is 43. Many of these students were registered at SIDES and ILC, some of who remain there successfully engaged in year seven.

Of particular interest is the completion data in relation to Stelly's Secondary School, as historically that is where most students of First Nations heritage attend. There were 33 students in the 2008/09 completion cohort at Stelly's, all of whom were members of one of the four Saanich Peninsula bands that take up the WSÁNEĆ Nation. Of those 33 students, nine received Dogwood completion certificates within the six years of being in grade eight. Of the remaining 24, what we know of them is as follows:

- Six received school leaving certificates having successfully completed their IEP-defined graduation requirements as students with special needs.
- Two received Dogwood certificates after the cut-off for the 2008/09 data.
- Two are deceased.

This changes the number of students who completed to 20, within a cohort of 41. **The Adjusted First Nations Completion Rate for Saanich is 20/41 or 49%.**

Further analysis shows the following:

- Three of the "non-completers" are currently enrolled in the Saanich Indian School Board's adult education program.
- Two of the students are enrolled at our Individual Learning Centre.
- One student is enrolled at Camosun.
- Eight of the students are not currently in school (one moved out of the country, one is working, two became parents and four are unknown).

## STRATEGIES/ACTIONS

### We plan to. . . .

#### School Based:

- conduct a focus group with First Nations, Métis and Inuit grade 6 students (new to Bayside Middle School) regarding their experiences with transition;
- increase the number of parents/guardians completing the survey by having First Nations Teachers and Education Assistants contact parents directly;
- make curriculum more meaningful and relevant for First Nations, Métis and Inuit students by including Aboriginal content;
- continue to support students in their transitions between grade 8 and grade 9 and develop strong connections between grades 9 and 10 students;
- create a list of non-attending students and develop pilot programs with community resources that respond to the various student needs;
- develop stronger connections with post secondary institutions and the world of work for all completion cohorts (6, 7 and 8 year cohorts);
- conduct home visits in late August for incoming grade 9 students (Stelly's); and
- continue to provide mentorship support for each Aboriginal student (Stelly's).

#### District Based:

- 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 First Nations, Métis and Inuit grade 10 students (new to secondary school) regarding their experiences with transition;
- implement an adult learning program at ILC;
- include Elders in an advisory capacity (i.e., as done with UVic and Camosun);
- continue to collaborate with education partners on the peninsula;
- expand Student Advocacy role to support increased student attendance in elementary school;
- use the information from the "What Did You Do In School Today" student survey to inform this report in year two; and
- work with existing committees such as Graduation Improvement Team (GRIT) and Saanich Peninsula Education Committee (SPEC), focusing on improving opportunities and success for Aboriginal learners.

**Parent/Community Based:**

- become more involved in the schools as volunteers;
- become role models and mentors for all students;
- invite schools to the communities to talk about the various graduation pathways through secondary school;
- have First Nations communities invite school staff to the villages to share information with parents and deepen the community/school and parent/teacher relationships;
- have Saanich Native Support Program employees work with the First Nations communities to develop a youth conference for personal and academic goals;
- support the balance of cultural activities with school attendance; and
- support after school programs.

\*These ideas were generated by parents and members of the community as a result of the four community meetings held at Tsartlip, Tsawout, Tseycum and Pauquachin.

## APPENDIX I Existing Strategies/Actions

### From WSÁNEĆ, other First Nations, Métis and Inuit Education Enhancement Agreement signed in June 2008 Appendix 1 Ongoing 08/09

**Goal 1:** (All students will develop an increased awareness of, and respect for, WSÁNEĆ, other First Nations, Métis and Inuit peoples' histories, cultures and traditions).

- ✓ *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.

### Strategies/Actions from WSÁNEĆ, other First Nations, Métis and Inuit Education Enhancement Agreement signed in June 2008 (New as of 08/09)

**Actions for Goal 1:** (All students will develop an increased awareness of, and respect for, WSÁNEĆ, other First Nations, Métis and Inuit peoples' histories, cultures and traditions).

- ✓ Identify/designate one key staff member in each school in order to integrate WSÁNEĆ 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 WSÁNEĆ, 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.

- not yet
- ✓ addressed

**From *WSÁNEĆ, other First Nations, Métis and Inuit Education Enhancement Agreement* signed in June 2008 Appendix 1 Ongoing 08/09**

**Goal 2:** (*WSÁNEĆ, other First Nations, Métis and Inuit students will develop an increased sense of identity and belonging within the school's learning community.*)

- ✓ "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.
- ✓ *WSÁNEĆ* 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.
- ✓ *SENĆOŦEN* 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.

**Strategies/Actions from *WSÁNEĆ, other First Nations, Métis and Inuit Education Enhancement Agreement* signed in June 2008 (New as of 08/09)**

**Actions for Goal 2:** (*WSÁNEĆ, other First Nations, Métis and Inuit students will develop an increased sense of identity and belonging within the school's learning community.*)

- ✓ 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 *WSÁNEĆ* 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.

- not yet
- ✓ addressed

## From WSÁNEĆ, other First Nations, Métis and Inuit Education Enhancement Agreement signed in June 2008 Appendix 1 Ongoing 08/09

**Goal 3:** (WSÁNEĆ, other First Nations, Métis and Inuit secondary school students will experience successful transitions.)

- ✓ 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 ŁÁU, WEL NEW 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 following<sup>1</sup>:

- ✓ 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.
- ✓ 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.

**Actions for Goal 3:** (WSÁNEĆ, other First Nations, Métis and Inuit secondary school students will experience successful transitions.)

- ✓ Utilize year long programs at Stelly's for cores subject areas in grades 9 (English, Social Studies, Mathematics and Science) to help students consolidate their skills, experience success and build relationships.
- ✓ 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.
- ✓ 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, ŁÁU, WEL NEW 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, Grade 9 Math, Grade 9 Science, Grade 10 English, Grade 10 Math, and Grade 10 Science.
  - Per cent of WSÁNEĆ, other First Nations, Métis and Inuit students in trades and apprenticeships
  - 5-year Dogwood completion for WSÁNEĆ, other First Nations, Métis and Inuit students
  - School Completion Certificates for WSÁNEĆ, other First Nations, Métis and Inuit students

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<sup>1</sup> Refer to the 2006-2007 Annual Report for the Local Education Agreement (L.E.A.) for additional strategies

- not yet
- ✓ addressed