

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

YEAR TWO REPORT



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*, herein referred to as the Enhancement Agreement, was signed in June 2008. This is the Report for year two of the Enhancement Agreement (2009/10).

“ The Enhancement Agreement provides a vehicle that reaches all schools with the expectation that learning about First Peoples is everyone’s responsibility. ”

District Staff Member

It is a privilege to report on the District’s progress in meeting the goals of our Enhancement Agreement. The data in this report starts in the 2007/2008 school year (baseline for building future improvements) and includes data through the 2009/2010 school year. 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 to develop a stronger sense of identity and belonging and to experience successful transitions. We are committed to making a difference over time.

“ I’ve seen such growth. I sense a spirit of togetherness between school district staff and community members. It’s going to take time but you’re well on your way. ”

Member of the Enhancement Agreement Committee

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 Enhancement Agreement Committee, First Nations Staff, Key Staff Members at each school, School Administrators and community members from the four villages in attendance at the community meeting. 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. For the first time we are able to include student voice in terms of quotes and student insights from the student survey ‘ *What Did You Do In School Today*’ (WDYDIST).

The Year Three report, “ *Our Journey Together*”, will be prepared for May 2012 using data from 2010/11 school year.

GOAL 1 - CULTURAL AWARENESS AND RESPECT

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.

Key Findings:

With this growing expectation of deepening our knowledge of Indigenous Peoples, we witness a growing trust and respect between students and school staff as well as school staff and community members and helping organizations.

Evidence demonstrates:

- An increased emphasis on and an appreciation of the importance of learning about Indigenous people;
- An increased number of cultural activities at ALL schools, regardless of the number of students with Indigenous heritage; and
- An honouring of the WSÁNEĆ Traditional Territory as evidenced by the display of the Traditional Territory map in schools throughout our district and the oral acknowledgement at school assemblies and events.

“ Acknowledgement of the traditional territory of the WSÁNEĆ people is welcoming and refreshing. This helps with a sense of togetherness and respect, even when we are not in the room. ”

Lochside/Claremont Parent at Community Meeting

NOTE: Evidence sources for this report include feedback and anecdotal information from all schools in SD#63, information from the communities including the WSÁNEĆ School Board, Enhancement Agreement Committee Members, E.A. Implementation Team, Ministry Satisfaction Surveys, information received through First Nations staff, Saanich Native Support Workers, and the Local Education Agreement committee meetings.

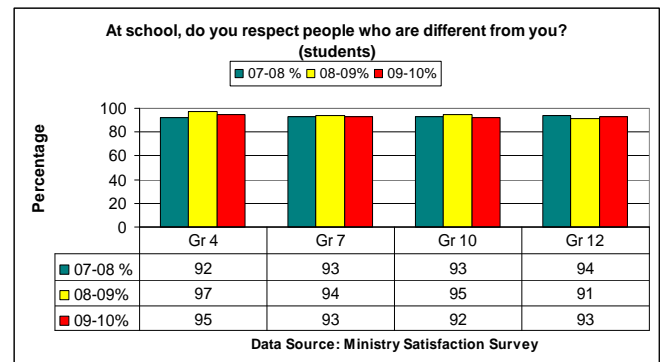
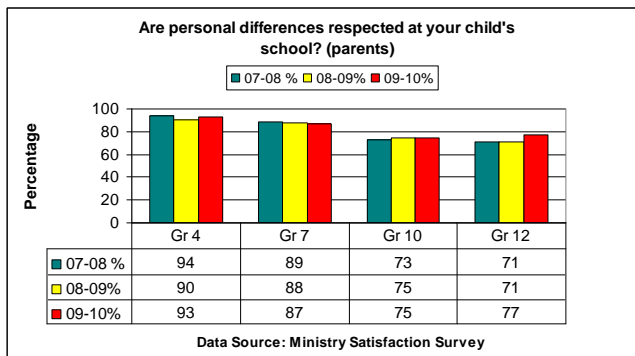
GOAL 1 - CULTURAL AWARENESS AND RESPECT

Expectation (Respect):

It is expected that over time, a greater number of Saanich parents will recognize in their children a greater respect for personal differences. Students will demonstrate a greater respect for personal differences.

“ I looked at all the smiling faces of the First Nations children throughout the movie (shown at the EA Community Meeting) and it warmed my heart. ”

Elder Marie Cooper



	09-10 Targets	10-11 Targets
Grade 4:	Met	Maintain
Grade 7:	Met	Maintain
Grade 10:	Not Met	80%
Grade 12:	Not Met	80%

	09-10 Targets	10-11 Targets
Grade 4:	Met	Maintain
Grade 7:	Met	Maintain
Grade 10:	Not Met	80%
Grade 12:	Not Met	80%

Observations About These Results:

Some improvement noted in 2009/10. Results in grades 10 and 12 are moving in a positive direction: Parents of students in grades 4 and 7 are very satisfied that personal differences are respected at school.

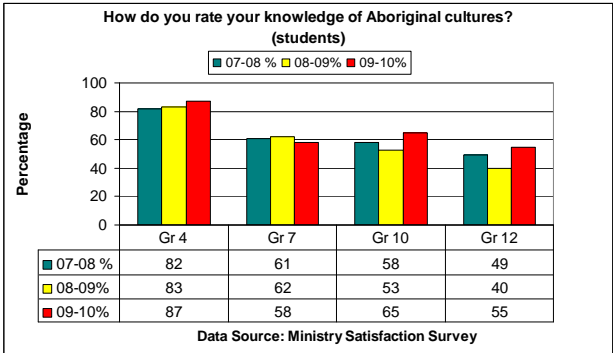
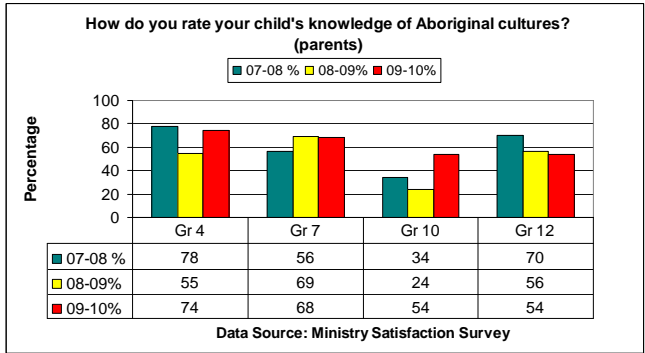
Potentially, part of the reason for the lower results in the grade 10 and 12 parent responses (left graph) is the smaller number of parent respondents at the secondary level. With a small number of parents responding, one or two individual respondents can significantly alter the percentages.

Student responses (right graph) continue to be strong.

GOAL 1 - CULTURAL AWARENESS AND RESPECT

Expectation (Knowledge):

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



	09-10 Targets	10-11 Targets
Grade 4:	Met	Maintain
Grade 7:	Met	Maintain
Grade 10:	Not Met	40%
Grade 12:	Not Met	70%

	09-10 Targets	10-11 Targets
Grade 4:	Met	Maintain
Grade 7:	Met	65%
Grade 10:	Not Met	60%
Grade 12:	Not Met	50%

Observations About These Results:

Grade 4 parent results (left graph) returned to the level of 2007-08, while grades 7 and 12 responses are very similar to the 2008-09 levels. The grade 10 results are showing a promising trend and exceeded the target of 40%.

A pilot, using phone contact to complete the survey (at the elementary level), was tried last year to increase the response rates of parents. Parent response continued to be minimal. There is a desire from those parents to complete a locally-developed survey rather than the Ministry Satisfaction Survey.

Student results (right graph) in grades 4, 10 and 12 have demonstrated an increased level of knowledge about Aboriginal culture. Grade 7 shows a slight decline. Grade 4 results are particularly strong. This could be due in part to the focus on Aboriginal studies in the Social Studies curriculum.

“ ...I think that it is extremely important that all students are aware of cultural differences, diversity, and that through the sharing of knowledge you are providing the students at Brentwood with the understanding and appreciation of the culture and history of the local First Nations people. You are building positive relationships and providing all students with the skills, knowledge, and understanding that is needed to move in a positive direction now, and more importantly, in the future. ”

Grandparent, Brentwood Elementary

GOAL 1 - CULTURAL AWARENESS AND RESPECT

Strategies/Actions

It is important to acknowledge that school, district, parents/guardians and community members are all working together on strategies and actions to meet this goal.

Together we plan to. . .

- build understanding of and respect for Indigenous people working with the key people at all schools (members of the Enhancement Agreement Implementation Team) (continue);
- increase the presence of **WSÁNEĆ**, other First Nations, Métis and/or Inuit people in all schools (continue);
- provide opportunities for all staff to learn about Aboriginal cultures to increase their level of comfort in teaching relevant content (continue);
- consider having celebrations of learning and cultural awareness opportunities for non-indigenous parents/guardians and children in the local communities;
- provide in-service opportunities for key staff members at all schools in order to assist them in the integration of **WSÁNEĆ**, other First Nations, Métis and Inuit perspectives throughout the school (continue);
- plan in-service events or opportunities based on "Traditional Ways of Knowing," for all staff in the District (including CUPE Pro-D Opportunities) (continue);
- create a locally developed parent survey, to encourage greater participation than with the Ministry survey. Parents have been hesitant to take part in the Ministry survey; they want a more relevant survey that is connected to their families' real experiences and needs.
- invite community members to make themselves available to share their culture with students and teachers at the schools on a more regular basis; and
- create **SENĆOŦEN** clubs for all interested students and access fluent **SENĆOŦEN** speakers to share their knowledge (students and staff).

“ Using First Nations art designs helped me to learn about symmetry in Math. ”

Grade 8 Student, Bayside

GOAL 2 - SENSE OF IDENTITY AND BELONGING

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.

Key Findings:

Evidence demonstrates:

- Indigenous students are participating more in activities at school and in community;
- Chronic absenteeism significantly decreases the student's sense of belonging;
- Chronic absenteeism significantly decreases the student's opportunity for academic success; and
- Indigenous students report that they have advocates at home and at school as much or greater than the Canadian average.

NOTE: Evidence sources for this report include feedback and anecdotal information from all schools in SD#63, information from the communities including the WSÁNEĆ School Board, Enhancement Agreement Committee Members, E.A. Implementation Team, Ministry Satisfaction Surveys, information received through First Nations staff, Saanich Native Support Workers, and the Local Education Agreement committee meetings.

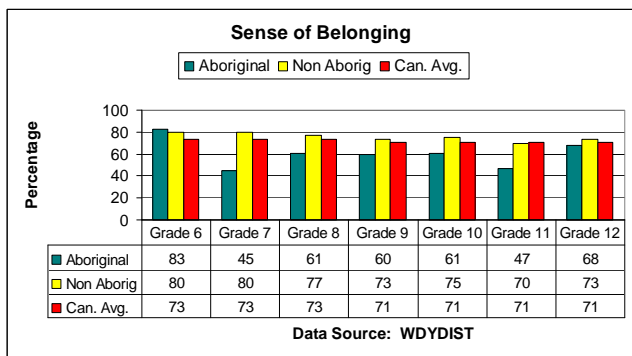
GOAL 2 - SENSE OF IDENTITY AND BELONGING

Expectation (Belonging):

There is a strong correlation between sense of belonging, positive relationships, advocacy and positive learning climate. It is expected that over time attendance rates will improve. As we continue to focus on engagement, sense of belonging strengthens.

“ When asked how we could make things even better at our school for First Nations students, a Grade Five student replied, ‘Just keep doing what you’re doing. It makes me feel happy and feel welcome.’ ”

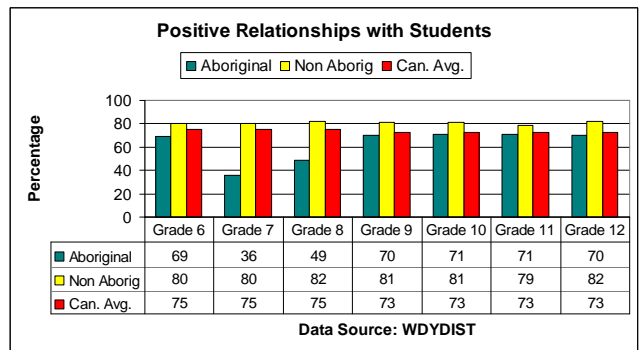
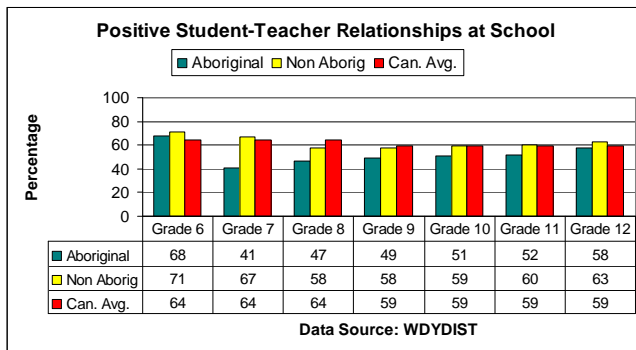
KELSET Elementary School

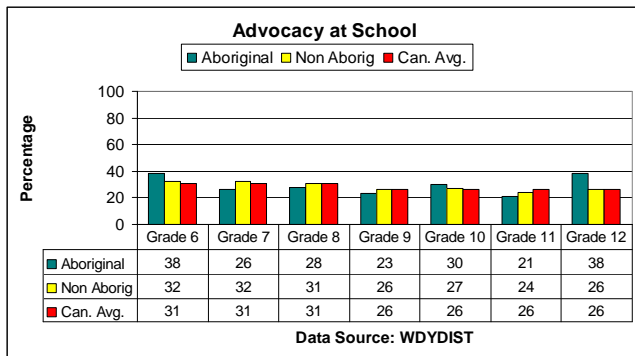


10-11 Targets
Overall 65%

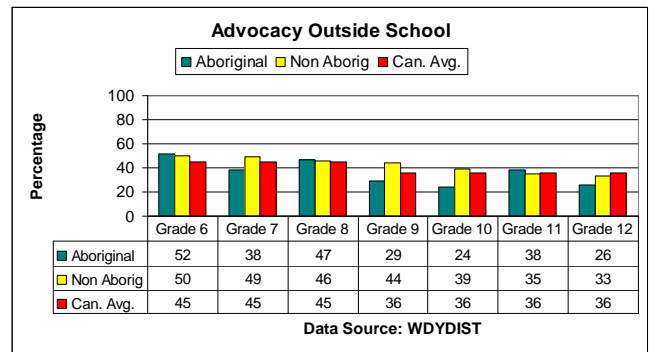
NOTE:

All results shown in the first five graphs on Pages 8 and 9 are indicative of a student’s sense of belonging. One target will be set for this evidence.



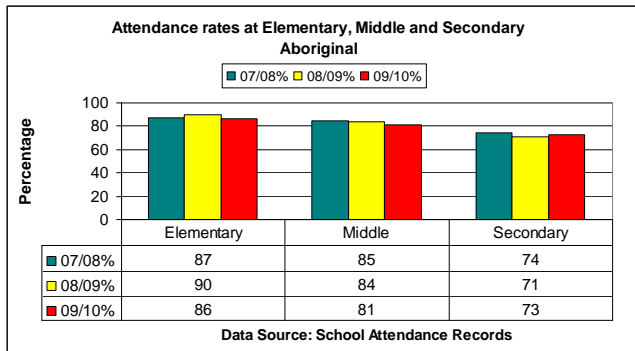


10-11 Targets
Overall Maintain 28%



10-11 Targets
Overall 35%

NOTE:
The following graph represents Aboriginal attendance rates for three consecutive years. It is NOT a comparison with Non-Aboriginal and Canadian Average attendance rates.



The attendance rates for Non-Aboriginal students for 2009/10 are:

- 94% at the Elementary Level
- 92% at the Middle Level
- 90% at the Secondary Level

	09-10 Targets	10-11 Targets
Elementary:	Not Met	92%
Middle:	Not Met	87%
Secondary:	Not Met	76%

“ It is an honour to be a member on the PAC at my child’s school. ”

Parent of First Nations heritage

Observations About These Results:

WDYDIST Information forms a baseline result in 2009/10.

Overall Grade 7 results are concerning and need greater focus in order to understand why results are so low.

Results addressing advocacy are encouraging. Aboriginal students report as strongly as non-aboriginal students that they have an advocate at school and outside of school.

Attendance rates for Aboriginal students has remained consistently lower than non-Aboriginal attendance rates across levels and in particular at the secondary level.

At all levels absenteeism and lateness are an area needing continued attention. This will remain a focus. Parents (who have access to the internet) indicate that they would like to receive an email update from the classroom/subject teacher about their son/daughter’s attendance/lates.

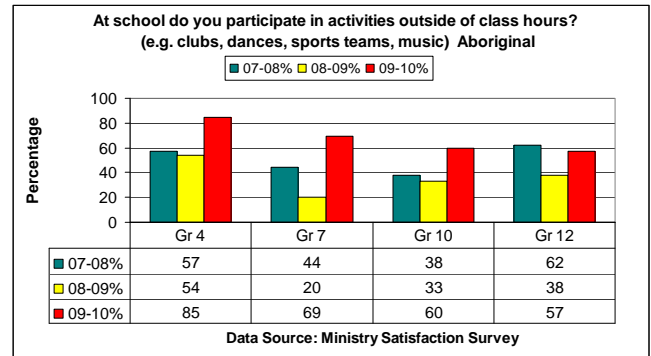
GOAL 2 - SENSE OF IDENTITY AND BELONGING

Expectation (Participation):

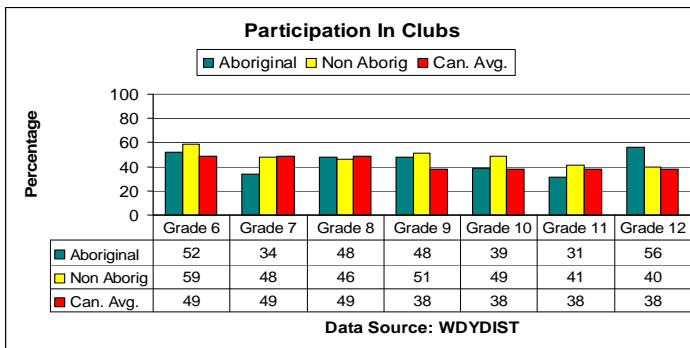
It is expected that staff members will encourage First Nations, Métis and Inuit students to participate in school clubs, teams and activities.

“ At school I like sports and tournaments. I like basketball the most! ”

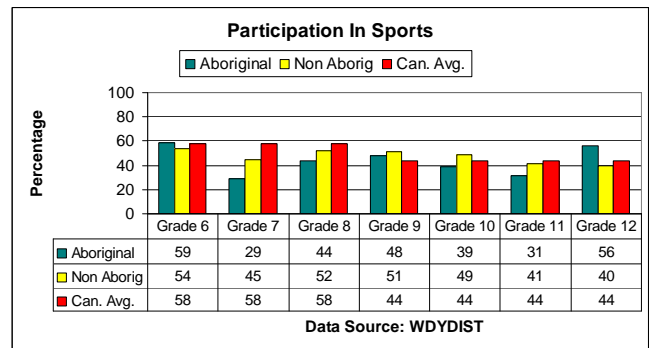
Grade 5 Student
Brentwood Elementary



	09-10 Targets	10-11 Targets
Grade 4:	Not Met	57%
Grade 7:	Not Met	40%
Grade 10:	Not Met	40%
Grade 12:	Not Met	60%



10-11 Targets
Overall 50%



10-11 Targets
Overall 50%

Observations About These Results:

WDYDIST information forms a Baseline result in 2009/10. It would appear that more students are participating in activities both in school and in the community when we look at WDYDIST survey information. Nearly 100% of students completed the WDYDIST survey and a very small percentage of students completed the Ministry Survey, therefore WDYDIST data is more reliable.

The grade 7 results continue to be lower than expected. There is a need to investigate this grade 7 'dip' to understand why results are so low generally.

Often there is a higher level of involvement in community activities outside school hours amongst First Nations, Métis and Inuit students. In many cases, First Nations learners travel to school by bus and their ability to participate in after-school activities is limited by this.

GOAL 2 – SENSE OF IDENTITY AND BELONGING

Strategies/Actions

It is important to acknowledge that school, district, parents/guardians and community members are all working together on strategies and actions to meet this goal.

Together we plan to. . .

- work toward developing a teaching, administration and CUPE workforce that is reflective of the cultural diversity in BC, particularly people of Aboriginal heritage;
- build stronger relationships between school and district staff with the First Nations, Métis, and Inuit families (continue);
- re-establish a Cultural Respect Team;
- contribute to a "*First Nations and Aboriginal Feature*" in school newsletters as appropriate;
- have community role model presence in schools (continue);
- increase the number of First Nations, Métis and Inuit parents on school Parent Advisory Committees (continue);
- encourage regular participation in the community after school homework clubs/programs (continue);
- create learning cohort opportunities for students to become more successful as they develop a group identity and a renewed sense of belonging (e.g. ZINØO, Phoenix);
- develop a First Nations community event calendar to be shared in school newsletters;
- find ways to recognize aboriginal students who consistently assist with cultural activities or events in their communities; and
- develop a family approach to First Nations attendance/absenteeism with Student Advocacy and Administration.

GOAL 3 – SUCCESSFUL TRANSITIONS

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.

“ I wanted to prove to my Grandpa that I could graduate and I wanted a better life for my son and my partner. ”

Graduate from
Saanichton Learning Centre

Key Findings:

Evidence demonstrates:

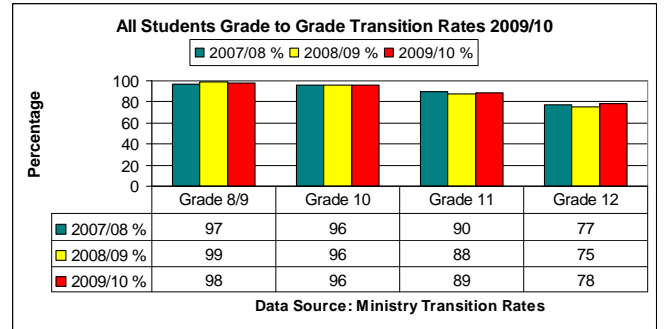
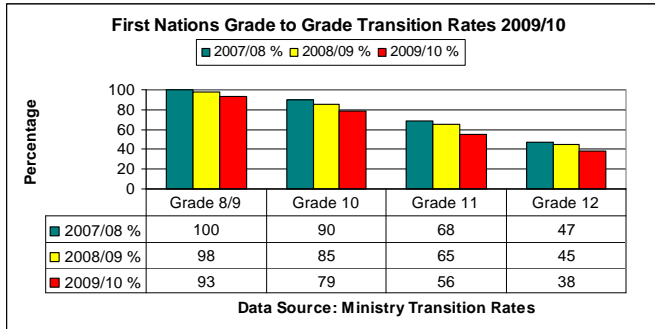
- A steady decline throughout the high school years in grade-to-grade transition;
- A significant struggle in grade 9 Math and grade 10 English to meet target for course pass rates.
- When Saanich calculates the adjusted 6 year Dogwood completion rate for our district (see First Nations 6 Year Completion Rate Adjusted Page 15), the district results meet or slightly exceed provincial results for the first time;
- Consistent daily attendance in elementary, middle and secondary school significantly increases likelihood of student graduation from high school; and
- Chronic absenteeism in elementary, middle and secondary school significantly decreases course completion and the likelihood of graduation from high school.

NOTE: Evidence sources for this report include feedback and anecdotal information from all schools in SD#63, information from the communities including the WSÁNEĆ School Board, Enhancement Agreement Committee Members, E.A. Implementation Team, Ministry Satisfaction Surveys, information received through First Nations staff, Saanich Native Support Workers, and the Local Education Agreement committee meetings

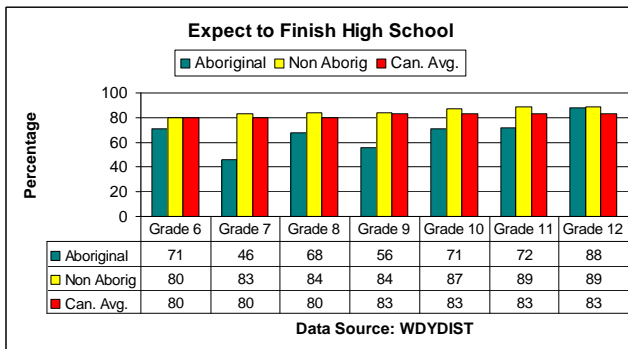
GOAL 3 - SUCCESSFUL TRANSITIONS

Expectation:

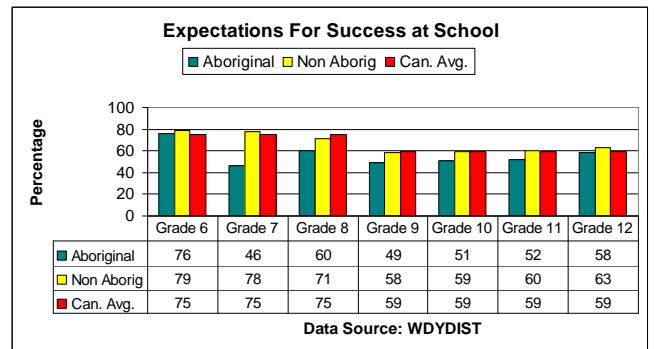
It is expected that over time, the grade to grade transition rates for First Nations, Métis and Inuit students will improve throughout the secondary years.



	09-10 Targets	10-11 Targets
Grade 8/9:	Met	Maintain
Grade 10:	Not Met	90%
Grade 11:	Not Met	70%
Grade 12:	Not Met	50%



10-11 Targets
Overall 75%



10-11 Targets
Overall 60%

Observations About These Results:

- There is a steady decline in grade to grade transition rates (grades 8 to 12) for Aboriginal students;
- Baseline data from 'Expect to Finish High School' show favourable results with the exception of grade 7 to 9 rates which are lower than the non-Aboriginal and Canadian averages, and grade 12 results are particularly high; It will be important to track this year's grade 7 and 9 cohort of Aboriginal students as they have less favourable results; and
- When comparing 'Expect to Finish High School' (WDYDIST data) and 'Expectations for Success at School' data there is a significant lack of correlation in grades 10, 11 and 12.

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.

Course Pass Rates Grade 9

Course	2007/2008 Pass/Total/%	2008/2009 Pass/Total/%	2009/2010 Pass/Total/%	2009/2010 Target	Results	2010/2011 Target
English 9 (Regular & Linear)	20/25 = 80%	18/21 = 86%	25/33 = 76%	87%	Not met	87%
Math 9 (supported)	9/12 = 75%	6/8 = 75%	8/18 = 44%	80%	Not met	80%
Math 9 (Pre-Principles)	Too few students to compare (5 students)			52%	Not met	52%
Science 9 (Regular & Linear)	19/27 = 70%	20/28 = 71%	20/28 = 71%	75%	Not met	75%

Data Source: Secondary Report Cards

Course Pass Rates Grade 10

Course	2007/2008 Pass/Total/%	2008/2009 Pass/Total/%	2009/2010 Pass/Total/%	2009/2010 Target	Results	2010/2011 Target
English 10 (Regular & Linear)	15/23 = 65%	19/32 = 59%	16/33 = 48%	70%	Not met	70%
*Math 10 Essentials	6/12 = 50%	12/28 = 43%	9/12 = 75%	N/A	N/A	N/A
**Math 10 Applications	6/8 = 75%	6/7 = 86%	5/7 = 71%	80%	Not met	80%
*** Math 10 Principles	5/7 = 71%	Too few students to compare		75%	Not met	75%
Science 10 (Regular & Linear)	15/25 = 60%	19/28 = 68%	18/27 = 67%	70%	Not met	70%
Socials 10 (Regular & Linear)	24/28 = 86%	32/37 = 86%	30/36 = 83%	90%	Not met	90%

Data Source: Secondary Report Cards

* Math 10 Essentials no longer exists.

** Math 10 Applications no longer exists. It is now Apprenticeship and Workplace Math 10.

*** Math 10 Principles no longer exists. It is now Foundations Math 10.

Observations About These Results:

- All Grade 9 targets for 2009/10 were not met, therefore we will use the same targets for 2010/11;
- All Grade 10 targets for 2009/10 were not met, therefore we will use the same targets for 2010/11 where applicable;
- First Nations students enrolled in Math 9 in 2009/2010 experienced a significantly lower pass rate than in the previous two years; and
- It will be important to recognize curriculum changes in grades 9 to 12. This may have implications on course pass rates and comparisons with previous years data.

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 comparable 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, 2010)

6 Year Dogwood Completion			
Year	Saanich Results	Saanich Adjusted Results	Provincial Results
07-08	21%	-	47%
08-09	28%	49%	49%
09-10	28%	52%*	50%

	09-10 Targets	10-11 Targets
Saanich:	Not Met	35%
Adjusted:	N/A	55%

Adult Graduation Diploma (Adult Dogwood)		
07-08	08-09	09-10
0 students	2 students	13 students

School Completion (Evergreen)		
07-08	08-09	09-10
6 students	7 students	2 students

* As noted in the *Superintendent's Annual Report on Student Achievement* (Dec. 15, 2010), the First Nations 6 Year Completion Rate Adjusted to 52% in 2008/09. See First Nations 6 Year Completion Rate Adjusted Page 15.

Observations About These Results:

- 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 and Adult 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;
- We are experiencing success within an adult Dogwood cohort program at the Saanichton Learning Centre. We recognize that these successes are not included in the Ministry's 6 year Dogwood completion;
- Saanich Adjusted Results includes all aboriginal students who live in Saanich School District, including those living in Saanich School District and who attend SIDES;
- Saanich Results include students at SIDES and ILC who are of Aboriginal heritage but do not live in Saanich School District; and
- The adjusted rate (Saanich only) is higher than the provincial average for the first time.

GOAL 3 – SUCCESSFUL TRANSITIONS

* First Nations 6-Year Completion Rate Adjusted to 52%.

The First Nations completion rate remaining steady at 28% is 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.

Ministry data indicate that there were 83 students of aboriginal descent in the six-year completion cohort. Of these, 23 received Dogwood certificates, thus the completion rate of 23/83 or 28%.

Of the 83 students in the cohort, 27 should be removed for the purposes of analyzing the 2010 Saanich six-year completion data:

Late arriving SIDES students 'de-registered' in home districts.....	24
Late arriving ILC students 'de-registered' in home districts.....	3
TOTAL	27

Actual cohort size: 83 – 27 = **56** students

Further, of the aboriginal students considered 'non-completers', six received school leaving certificates. These students with designated special needs completed their grade 12 requirements in accordance with their individual education plans (IEPs) and are therefore graduates in good standing, just as are the 23 students who received Dogwood certificates. This increases the completion number to **29**.

The adjusted aboriginal six-year completion rate for Saanich is 29/56 or 52%.

SAANICHTON ILC

One particular success for us in the past year was the implementation of the ZINØO (zinc-wah) program at the Individual Learning Centre. This cohort program started at the Sidney ILC campus with the first group including 13 students, 11 of whom were students of aboriginal descent. These students, ranging in age from 18 to 53, were previously disconnected from school and experienced real success through this culturally relevant and personalized approach. Evidence of the success of the program includes that 11 of these students graduated in 2010, although most will not show up on our six-year completion rate. The second phase of the project is underway this year with 11 students, 9 of whom are of aboriginal descent. The program, newly named PHOENIX, now resides at our new ILC location at the Saanichton Learning Centre. This centre is in the previously closed and now reconfigured Saanichton Elementary School. The Board re-opened this centre to house the highly successful ILC programs in partnership with community agencies that co-habitate the building. Part of the reason for the move of ILC was the success of the cohort programs, particularly ZINCO and a new cosmetology career program.

GOAL 3 – SUCCESSFUL TRANSITIONS

Strategies/Actions

It is important to acknowledge that school, district, parents/guardians and community members are all working together on strategies and actions to meet this goal.

Together we plan to. . . .

- involve the District Student Advocate to connect Indigenous students to their educational programs;
- 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;
- 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);
- 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;
- work with Graduation Improvement Team (GRIT) (continue);
- work with Saanich Peninsula Education Community Committee (SPEC) (continue);
- community members 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;
- expand Student Advocacy role to support increased student attendance in elementary school and middle levels; and
- develop more off campus courses to be carried out in First Nations communities to help students see alternate options to completing their education, eg. Cafeteria 12 hosted at Tsawout, early childhood education training through collaboration with Camosun College, School District and Saanichton Learning Centre.

APPENDIX I: Questions asked in the *'What Did You Do In School Today' Survey*

GOAL 2 Questions:

SENSE OF BELONGING

Please indicate how much you agree or disagree with each of the following statements:

1. I feel included in school activities.
2. I get along well with others at school.
3. I am able to make friends easily.
4. At school I feel accepted for who I am.
5. School is a place where I feel like I belong.
6. Generally I feel accepted by other kids my age.

POSITIVE TEACHER-STUDENT RELATIONSHIPS

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

Students rate the degree to which they agree with each statement as follows. In our school:

1. Teachers treat us fairly.
2. Teachers praise us when we have done well.
3. Teachers get along well with students.
4. Teachers show an interest in every student's learning.
5. Teachers take account of students' needs, abilities, and interests.
6. Teachers do a lot to help students who need extra support.

STUDENTS WITH POSITIVE RELATIONSHIPS

Students have friends at school they can trust and who encourage them to make positive choices.

Students respond to 5 questions about their friendships at school. The results are reported as 'the percentage of students with positive relationships'.

1. Do you have 'close friends' at school that you can trust?
2. I share my private feelings with a friend at school.
3. During the past four weeks, how well have you gotten along with your friends at school?
4. My friends push me to do foolish things.
5. I value my friends' opinions when making decisions.

ADVOCACY AT SCHOOL

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

How often does someone at your school do each of the following:

(Never or hardly ever, About once a week, About 2 or 3 times a week, Every day or almost every day)

1. Take an interest in one of my school projects
2. Discuss with me how well I am doing in my courses
3. Ask me about any problems I might have at school.

ADVOCACY OUTSIDE OF SCHOOL

Students feel they have someone at home or in their community who consistently provides encouragement and can be turned to for advice.

Students use the time references below to respond to 3 questions: e.g. How often does someone in your family or community do each of the following?

(Never or hardly ever, About once a week, About 2 or 3 times a week, Every day or almost every day)

1. Help me with my homework.
2. Discuss with me how well I am doing in my courses.
3. Ask me about any problems I might have at school

PARTICIPATION IN SCHOOL CLUBS

The TTFM measure of participation in school Clubs is based on a single question that asks students:

In the past month, how often have you:

Taken part in art, drama, or music groups; school clubs, such as a science, math or chess club, or a school committee, such as a student council or the yearbook committee?

The online report simply indicates the percentage of students that participated at least once a week.

PARTICIPATION IN SPORTS

The TTFM measure of Participation in Sports is based on a single question that asks students:

In the past month, how often have you:

Played sports WITH a coach or instructor AT SCHOOL, other than in a gym class (e.g. school teams, swimming lessons)?

The online report simply indicates the percentage of students that participated at least once a week.

Goal 3 Questions:

EXPECT TO FINISH HIGH SCHOOL

The TTFM measure of Educational Aspirations – Finishing High School is based on students' responses to a statement regarding whether they plan to finish high school.

The question is: Please indicate how much you agree or disagree with the following statement:

I plan to finish high school.

EXPECTATIONS FOR SUCCESS AT SCHOOL

The TTFM measure of Expectations for Success uses the following six statements to assess the extent to which school staff value academic achievement and hold high expectations for all students:

In our school...

1. Students must work hard to succeed.
2. Teachers encourage students to do better.
3. Teachers expect homework to be done on time.
4. Students are clear about what is expected of them for their courses.
5. Teachers expect us to work hard.
6. Teachers expect all students to do their best work. Schools with high 'academic press' place a strong emphasis on academic skills.

APPENDIX II Cumulative List of Previous/Continuing Strategies and Actions

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;
- 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) *Are personal differences respected at your child's school?* (parents)
 - b) *At school, do you respect people who are different from you?* (students)
 - c) *How do you rate your child's knowledge of Aboriginal cultures?* (parents)
 - d) *How do you rate your knowledge of Aboriginal cultures?* (students)
- Track the increasing number of cultural awareness programs/activities throughout the District;
- have community members extend invitations to school staff members regarding local community events throughout the school year;
- collect anecdotal information regarding cultural awareness programs/activities throughout the District;
- try to increase the respondent rates of parents in the Ministry survey;
- have more multi-cultural events at all schools for staff and students;
- have the Saanich Native Support Worker Program employees do walkabouts at schools where there are small or increasing numbers of WSÁNEĆ students; and
- have WSÁNEĆ communities invite schools to host parent teacher meetings and PAC meetings in the local communities;

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;
- 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) *Do you feel welcome in your child's school?* (parents)
 - b) *At school, do you participate in activities outside of class hours (for example, clubs, dances, sports teams, music)?* (students)
- 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;
- 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;
- increase the awareness and invite participation in clubs that are offered at school;
- encourage different cultures to interact in activities with one another;
- track attendance rates for First Nations, Métis and Inuit students in elementary, middle and secondary school;
- use information from the “*What Did You Do In School Today*” student survey to inform this report;
- 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;
- 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.

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 WSÁNEĆ School Board;
- A community graduation dinner for graduates and their families is hosted annually by the WSÁNEĆ School Board;
- 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 Committee (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:
 - a) Grade-to-grade transition rates in secondary school
 - b) Student Completion Rate in Grade 9 English, Grade 9 Math, Grade 9 Science, Grade 10 English, Grade 10 Math, and Grade 10 Science.
 - c) Per cent of WSÁNEĆ, other First Nations, Métis and Inuit students in trades and apprenticeships
 - d) 5-year Dogwood completion for WSÁNEĆ, other First Nations, Métis and Inuit students
 - e) School Completion Certificates for WSÁNEĆ, other First Nations, Métis and Inuit students;
- 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;
- conduct home visits in late August for incoming grade 9 students (Stelly's);
- continue to provide mentorship support for each Aboriginal student (Stelly's);
- implement an adult learning program at ILC;
- conduct a focus group with First Nations, Métis and Inuit grade 10 students (new to secondary school) regarding their experiences with transition;
- include Elders in an advisory capacity (i.e., as done with UVic and Camosun);
- continue to collaborate with education partners on the peninsula;

- use the information from the "*What Did You Do In School Today*" student survey to inform this report;
- become more involved in the schools as volunteers;
- 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.

All three goals are supported by the following:

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 WSÁNEĆ School Board attend regular meetings of the Local Education Agreement (L.E.A.) Committee.