

MÉTIS EDUCATION AGREEMENT

Between:

MÉTIS NATION OF GREATER VICTORIA



AND

MÉTIS NATION BRITISH COLUMBIA



AND

THE BOARD OF EDUCATION
OF SCHOOL DISTRICT NO. 61
(Greater Victoria)



September 15th 2022 to June 30th 2027



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Appendix A Definitions

THIS AGREEMENT shall be effective from the 15th day of September, 2022

BETWEEN:

MÉTIS NATION of GREATER VICTORIA
(hereinafter called "MNGV")

AND:

MÉTIS NATION BRITISH COLUMBIA
(hereinafter called "MNBC")

AND:

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 61 (Greater Victoria)
(hereinafter called the "SD61")
(collectively called the "Parties")



The Twelve Métis Core Values will be used as a foundational guiding framework for how we uphold this agreement and do our work collectively in a good way.

The Core Values Are:

Honesty/Kwayesk chi totamik; Respect/Kishchiitaytamik; Love/Shaaikihiwayhk;
Sharing/Taashkinikayen; Caring/Pishkaymitook; Courage/Kooraaazh; Balance/
Balaans; Mother Earth/Ni maamaa la tayr; Patience/Pa iksitii; Strength/La fors;
Kindness/Kitimakaymiwek; Tolerance/Aanjeurii.

Acknowledgement of Traditional Territory

Métis Nation of Greater Victoria, Métis Nation British Columbia and the Greater Victoria School District No. 61 would like to acknowledge the traditional territories of the Songhees and Esquimalt Nations on whose traditional territories, we live, we learn, and we do our work. We respectfully and specifically acknowledge their strong generational connections to this area since time immemorial.



In recognizing the continual connection of the original peoples of this area, we affirm our dedication to walking gently in gratitude and humility.

Writing Team Acknowledgement

The Métis Nation of Greater Victoria, The Métis Nation British Columbia and the Greater Victoria School District No.61 would like to extend our sincere gratitude to all the staff, community members and Elders that assisted in the review and editing process of this agreement during the 2021/2022 school year.

We would also like to thank the writing team who were foundational in the co-development and co-writing of this agreement between September 2021 and September 2022.

Caitlin Bird – President of MNGV

Kristy McLeod – Education Chair, MNGV

Lauren Petersen, K-12 Education Manager, MNBC

Dr. Shelly Niemi, Director of Indigenous Education, SD61

We would like to extend a special thank you to Deb Whitten, Superintendent (SD61), and Debra Fisher, Minister of Education (MNBC), for their extraordinary leadership and advocacy throughout the development of this agreement.

We would also like to acknowledge Kayanne Bradford as the Métis Artist who was the graphic designer for this agreement. Kayanne worked closely with the writing team to bring the concept and designs together that are found within this agreement.

1.0 PREAMBLE

The Parties in this agreement are comprised of the Board of Education of School District 61 (SD61), Métis Nation of Greater Victoria (MNGV), and Métis Nation British Columbia (MNBC).

MNGV is one of the Four Houses that provides guidance and support for Indigenous Education to SD61. The other three Houses include the two local Nations (Songhees and Esquimalt) and the Urban Peoples House Indigenous Advisory (UPHIA) that represents all other Indigenous Nations.

The purpose of MNGV is to build community connection and represent the voice of Métis People in the Capital Regional District. This includes the interests and well-being of Métis students in the K-12 Education and Childcare systems. Topics relating to Métis students, curriculum, and representation are reviewed by the Métis House with SD61 for authentic resources and community support of Métis perspectives.

MNBC, pursuant to its jurisdiction over early learning and childcare matters, and advocacy relating to Métis educational matters, desires to ensure all Métis students have access to and receive quality and culturally appropriate education and childcare services. All Parties agree that MNGV, as the local Chartered Community, has primacy in decision-making, with MNBC supporting those decisions.

All Parties agree that Métis children, families, and communities need to see their culture and knowledge reflected in the education and childcare systems. Learning about Métis culture and identity is important for Métis children and for all children. While many schools and early childhood education centres have worked to integrate content about Indigenous people (First Nations, Métis, and Inuit), it is agreed that a more concerted inclusion of Métis-specific content, resources, and approaches is necessary. In response to that need, MNGV and MNBC have developed and identified appropriate Métis Early Years and K-12 learning resources to support this learning.

All Parties Agree That:

- A. The Métis Education Agreement is an integral part of the delivery of culturally relevant education and early learning services to Métis children and families and is an essential guiding document that describes the process for building relationships between MNGV, MNBC, and the Board and Schools of SD61 to support improved Métis student outcomes.
- B. To achieve educational success, Métis learners need to see themselves reflected in the education and early learning systems they attend. As well, Métis students require opportunities throughout their educational journey to learn about Métis culture and history.

This is not only integral to their identity as Métis children and youth but for all children and youth to learn about Métis culture in public education.

- C. The Métis Nation Relationship Accord II, the Canada-Métis Nation Accord, and the Declaration on the Rights of Indigenous Peoples Act (DRIPA) Action Plan identify education as a priority for improving the lives of Métis People and to support a more informed society regarding Métis history, culture, and worldview.
- D. The Parties wish to enter into this Agreement that sets out the terms and conditions regarding the delivery of education and early learning services.

2.0 GUIDING PRINCIPLES

- A. This agreement aligns with the BC Early Learning Framework and the Government of Canada's Indigenous Early Learning and Childcare Framework. Both frameworks stress the important role of early childhood education in supporting positive personal and cultural identity and enabling reconciliation and justice. They emphasize the value for all children of bringing Indigenous worldviews and culture into early childhood settings. These frameworks also stress the importance of a "distinctions-based approach" which recognizes the uniqueness of each Indigenous cultural group and the rights of Métis people to self-determination in early childhood education.
- B. The Parties recognize that the signing of this Métis Education Agreement is a step consistent with the Province of British Columbia's implementation of the United Nations Declaration on the Rights of Indigenous People (UNDRIP), as well as the Truth and Reconciliation Commission (TRC) Calls to Action for reconciliation, and the Declaration on the Rights of Indigenous Peoples Act (DRIPA) Action Plan. In addition, the Parties agree that this approach will follow British Columbia's Draft Principles that guide the Province of British Columbia's Relationship with Indigenous Peoples.
- C. The Parties agree that the Board and SD61 staff have a central and important role to deliver quality and culturally relevant education programs and services to Métis students. This requires all Parties to work collectively together to uphold and deliver on the objectives outlined within this Métis Education Agreement, to the extent that MNGV, MNBC and SD61 have the capacity.
- D. The Parties agree that SD61 has an ongoing responsibility to increase awareness about the history, culture, language, and the ways of knowing and being of Métis Peoples from local, provincial, and national perspectives. This will support the BC revised curriculum, as well as the education and early learning needs of Métis children and families for the purpose of building a more informed society of learners.

- E. The Parties agree that the Agreement is aligned with the Strategic Plan of SD61:
- Goal 1: Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.
 - Goal 2: Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.
 - Goal 3: Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.

3.0 PURPOSE

The Parties wish to enter into this Agreement to set out the terms and conditions defined by MNGV, MNBC, and SD61. Therefore, the Parties agree that the purposes of this Agreement are to:

- A. Respond to the Truth and Reconciliation Commission of Canada's Calls to Action which calls on the education sector to "develop and implement Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history." In B.C., the K-12 curriculum now integrates Indigenous content and perspectives throughout all subjects and grade levels. Teaching about Métis people, their history, and their culture is a critical requirement of the B.C. curriculum and contributes to reconciliation between Métis and non-Métis people.
- B. Confirm the mutual commitment of the Parties to build culturally relevant and respectful relationships to improve Métis students' educational and early learning outcomes; this includes culturally relevant supports at transitions into the school system; at grade levels from K-12; through to graduation and into post-secondary education programs, training opportunities, and employment.
- C. Set out the roles and responsibilities of the Parties to meet the purposes and objectives of this Agreement.
- D. Serve as a core shared accountability mechanism for the Parties regarding the education and early learning services of Métis students in SD61.
- E. Work together to guide renewed educational approaches that enhance and directly support the distinct needs of Métis children and families in early learning, and K-12 in SD61.

4.O OBJECTIVES

The Parties agree the objectives of this Agreement are that :

- A. SD61 and Métis parents/guardians share in the responsibility of supporting and co-developing specific strategies for improving experiences and outcomes for Métis students, with the support of MNGV and/or MNBC where appropriate.
- B. Ongoing development and inclusion of Métis specific educational resources in the curriculum across all grade levels and subject areas within early learning and K-12.
- C. MNGV, MNBC, and SD61 will provide Métis-specific resources and professional learning opportunities to support the newly required Indigenous course offerings for graduation, excluding language and cultural courses developed locally specific to Songhees and Esquimalt First Nations.
- D. Any Board/Authority Authorized Courses (BAA Courses) for Métis Education within SD61 will be co-developed with MNGV and/or MNBC.
- E. Schools will work with the Indigenous Education Department of SD61 on best practice, protocols, and communication as it relates to working with MNGV and, where appropriate, MNBC.
- F. Students will experience ongoing learning of Métis Education, History, and Culture.
- G. Métis students will have an opportunity to celebrate the completion of elementary, middle, and secondary school in a culturally authentic manner. Métis students will have an opportunity to have their cultural identity reflected within their graduation.
- H. The Parties will work together to provide information to all Métis students of post-graduation opportunities.

5.O MÉTIS PERSPECTIVES: EARLY LEARNING TO GRADE TWELVE

MNGV and/or MNBC will help guide SD61 and the Indigenous Education Department of SD61 with the goals of this Agreement to ensure that there are authentic Métis educational and early learning resources available to SD61.

This section of the Agreement outlines the specific need for Métis perspectives throughout early learning and the K-12 classrooms within SD61. This Agreement provides guidance to ensure that Métis perspectives are included throughout the transitions including to graduation and to post-secondary or employment opportunities for Métis students.

All Schools within SD61 will have an opportunity to:

- A. Participate in an annual Métis Education Day of Learning arranged in collaboration between MNGV, MNBC, and the Board to enhance ongoing learning of Métis perspectives.
- B. Be supported by MNGV on the promotion of Michif language and visibility within SD61 as capacity allows.
- C. Be intentional in their practice to ensure Métis culture and identity are reflected within the school community and curriculum.
- D. Upon school registration, ensure a brief description of Métis is provided within the Indigenous self-identification section, with guidance from MNGV and/or MNBC.
- E. Connect Métis students to Métis-specific resources through the Métis Student and Family Advocate ; this includes students that transfer at any time during these years.
- F. Support Métis students and their families in connecting with MNGV and/or MNBC.



Early Learning and Elementary Schools will have an opportunity to:

- A. Include a cultural Métis recognition for Métis students who transition into Kindergarten and Elementary schools throughout SD61.
- B. Support Métis students reaching grade level for literacy and numeracy by the end of Grade Four. This will be reflected in distinction based data shared with MNGV and MNBC through informed consent. In cases where a Métis student is recognized as having additional needs, supports and services will be offered to help the student reach their full potential.

Middle Schools will have an opportunity to:

- A. Include a cultural Métis recognition for Métis students who transition into Middle Schools throughout SD61.
- B. Have all Middle Schools participate in a Métis experiential learning opportunity in Grade 6 or 7. Examples of these learning opportunities will be provided by SD61 Indigenous Education Department in collaboration with MNGV and/or MNBC.
- C. Support Métis students in reaching grade level for literacy and numeracy by the end of Grade Eight. This will be reflected in distinction-based data shared with MNGV and MNBC through informed consent. In cases where a Métis student is recognized as having additional needs, supports and services will be offered to help the student reach their full potential.

Secondary Schools will have an opportunity to :

- A. Include a cultural Métis recognition for Métis students who transition into Secondary Schools throughout SD61.
- B. Support Métis students in their educational journey to develop the skills, knowledge, and aptitudes to achieve a Dogwood Diploma. This will be reflected in distinction-based data and the five year completion rate shared with MNGV and MNBC through informed consent and the HAWD report. In cases where a Métis student is recognized as having additional needs, supports and services will be offered to help the student reach their full potential.
- C. MNGV, MNBC, and SD61 will co-develop one (1) BAA course for Métis Education.

- D. Support Métis students within SD61 with course credits as prescribed by the Ministry of Education and Childcare for participation in Michif Language and/or Culture, such participation to be confirmed by MNGV and/or MNBC.
- E. Provide opportunities for Métis students to post-secondary Indigenous recruiters, resources, scholarships, and bursaries, including MNBC's STEPS program.

6.O BUDGET

The Parties will work together regarding the annual budget process as it relates to Indigenous Targeted Funding and Block Funding.

- A. The Parties will work collectively to support distinction-based funding for Métis learners across SD61.
- B. The Parties will meet to review grant funding opportunities that may arise that will benefit Métis students and families within SD61.
- C. The Parties will annually review transportation needs for Métis students in SD61.
- D. MNGV will participate annually in the budget process of the Board of Education of SD61.

7.O HUMAN RIGHTS AND HIRING EQUITY

SD61 will provide opportunity for MNGV to be meaningfully involved in SD61's recruitment and hiring process for positions that have significant impact on Métis students, such as the Director of Indigenous Education, the Superintendent, and Métis-specific staff within SD61.

8.O MÉTIS KNOWLEDGE, PERSPECTIVES, AND RELEVANCE

The parties agree that the use of authentic Métis resources, and diverse learning experiences including land-based education and traditional ecological knowledge will support the BC revised curriculum.

Consistent with Article 31 of UNDRIP, the Parties agree that:

- A. MNGV and/or as applicable, MNBC, retain intellectual property rights of any curriculum content developed in collaboration and cooperation with them regarding their language, cultural heritage, traditional knowledge, and cultural expressions.

The use of such information is intended to be for instructional purposes within SD61 and for SD61's professional development purposes. Any other proposed or intended use requires written consent from MNGV and /or as applicable, MNBC.

- B. MNGV has been identified in this agreement to work with the Indigenous Education Department of SD61 and the Board of Education of SD61 as the party to identify Métis Knowledge Keepers and authenticate Métis resource materials for use and support in SD61 schools.

9.O ASSESSMENT AND INCLUSION OF MÉTIS STUDENTS

SD61 will ensure schools communicate and collaborate with Métis parents/guardians to develop a holistic understanding of the strengths and needs of Métis students.

- A. In cases where a Métis student is recognized as requiring additional support that may require more advanced assessments, the Board will ensure Schools communicate with the Métis Student and Family Advocate and Métis parents/guardians. This is to ensure there is a clear understanding of the process of assessment, the need for and benefits of the assessment, and to obtain parental/guardian consent for the assessment.
- B. In cases where a Métis student has undergone an advanced assessment, the results of the assessment and the plan to provide additional supports and services will be discussed with Métis parents/guardians and may include the Métis Student and Family Advocate or MNGV and/or MNBC.
- C. In cases where a student is recognized as having additional needs, where possible, Métis culturally relevant supports and services will be offered to help the student reach their full potential.
- D. The Parties will ensure that Métis students and Métis parents/guardians are able to request that the Métis Student and Family Advocate participate in the Métis student's support planning.
- E. An Individual Education Plan (IEP) for a Métis student may include the 12 Métis Core Values as a holistic framework in consultation with the parent/guardian, as supported by the Métis Student and Family Advocate through informed consent.
- F. Throughout this agreement there will be reference to SD61 providing MNGV and/or MNBC with information about individual Métis students. It is understood that this action only occurs with the informed consent of the parent/guardian.

10.O MÉTIS CHILDREN AND YOUTH IN CARE

- A. The parties will collaborate and share responsibility to support and promote success at school for Métis Children and Youth in Care (CYIC), where appropriate, in consultation with guardians.
- B. SD61 will ensure the CYIC school plan is developed to support literacy, numeracy, social, and emotional learning, and Métis cultural connections for all Métis CYIC.

11.O MÉTIS IDENTITY

The BC Ministry of Education and Childcare mandates that Indigenous ancestry is determined on a voluntary basis through self-identification on school registration forms. Identity options are: Status; Non-Status; Métis; Inuit; On-Reserve; Off-Reserve. School Districts report students of Indigenous ancestry using Box 16 according to Form 1701 Instructions.

Métis citizenship with MNBC is not required for Indigenous self-identification on SD61 school registration forms, but every effort will be made to connect Métis families locally and provincially to MNGV and MNBC.

SD61 will work with MNGV to support a common understanding of Métis identity to accompany the school registration forms.

12.O REPORTING AND MEETINGS

SD61, MNGV and MNBC, where capacity allows, will meet monthly throughout the school year with specific quarterly meetings to review reports that will include all relevant information from all parties to support this agreement. Other Métis-specific meetings will include:

- A. MNGV will attend the bi-monthly Four Houses meetings.
- B. SD61 will provide at least once every three months to the MNGV and/or MNBC, with informed consent:
 - 1. The number of self-identified Métis students enrolled in SD61 as of September 30th;
 - 2. A summary report from the Métis Student and Family Advocate;
 - 3. A description of alternate programs, secondary courses, and ungraded programs Métis students are enrolled in.
- C. The Board of Education of SD61 in collaboration with the Indigenous Education Department of SD61 and MNGV and MNBC, agree to co-produce an annual report on or before July 30th outlining the provision of educational programs to Métis students under this Agreement.

13.O DISPUTE RESOLUTION

If there is a dispute between the Parties with respect to any matter arising from this Agreement or relating to the interpretation and application of this Agreement, the Parties agree to resolve such disputes together in a timely fashion, and in a manner that fosters ongoing respectful relationships between SD61, MNGV and MNBC.

Where there is a dispute between the Parties, the Parties agree they will attempt to use any and all means to resolve the dispute at the point closest to which the dispute first arises before referring the dispute to senior-level representatives of SD61 (Board of Education Chair or Superintendent), MNGV (President) or MNBC (President or Minister of Education).

14.O AGREEMENT TERM & AMENDMENTS

This Agreement will be governed by, and construed in accordance with, the laws in force in the Province of British Columbia including the legislation laid out in the School Act and will be to the benefit of, and binding upon, the Parties hereto and their respective successors and assigns. The term of this Agreement will be five (5) years, beginning September 15th, 2022 and ending August 31, 2027, unless the Parties agree, in writing, to:

- Terminate the Agreement; or
- Renew the Agreement, with or without amendments

This Agreement can be amended at any time by consensus of the Parties.



DEFINITIONS

The following definitions apply to the Agreement:

“ADAPTATIONS” are teaching and assessment strategies especially designed to accommodate a student’s needs so they can achieve the learning outcomes of the subject or course and to demonstrate mastery of concepts. Essentially, adaptations are “best practice” in teaching. A student working on learning outcomes of any grade or course level may be supported through use of adaptations.

“ADULT DOGWOOD” means an adult high school diploma is the British Columbia Adult Graduation Diploma (BCAGD) for adult learners (18 and older) who want to take courses in order to complete high school and obtain their adult high school diploma.

“BOARD/AUTHORITY AUTHORIZED COURSES (BAA Courses)” respond to the local needs of the schools and their communities while providing choice and flexibility for students. BAA Courses are authorized by Boards/Authorities according to requirements set by the Ministry of Education and Child Care.

“BC PUBLIC SCHOOL” or “BC PUBLIC SCHOOL(S)” means all public schools in British Columbia providing kindergarten to grade 12 education, but does not include BC Independent Schools or First Nation Schools.

“CANADA- METIS NATION ACCORD” is an agreement between the Métis National Council and the Canadian government signed on April 13, 2017 to promote the delivery of programs and services in an efficient and cost-effective manner, including consideration of collective or cooperative arrangements; and to support the Métis Nation in furthering Métis-self-government.

“CHILD OR YOUTH IN CARE” means a child or youth for whom the Director of Child Welfare is the sole guardian, and the Public Guardian and Trustee manages the child’s estate.

“CULTURALLY RESPONSIVE” means every attempt has been made to consider the unique needs, values, and worldviews of the Métis community as the recipient of the service.

“DISTINCTION-BASED APPROACH” means dealings with First Nations, Métis and Inuit Peoples be conducted in a manner that acknowledges the specific rights, interests, priorities, and concerns of each, while respecting and acknowledging these distinct Peoples with unique cultures, histories, rights, laws, and governments. A distinctions-based approach may require that SD61’s relationship and engagement with First Nations, Métis and Inuit Peoples include different approaches or actions that result in different outcomes. This definition is in alignment with the DRIPA Action Plan.

"DOGWOOD CERTIFICATE OR DIPLOMA" means the British Columbia Certificate of Graduation that is awarded by the Minister to a student upon successful completion of the provincial graduation requirements, as set out in the provincial Graduation Program and, for greater clarity, does not include an Adult Dogwood.

"DRIPA ACTION PLAN" is an action plan dedicated to implementing the United Nations Declaration on the Rights of Indigenous People (UNDRIP) in Canada. The plan was developed with Indigenous Peoples, First Nations and organizations through intensive consultation. This significant engagement ensures the plan reflects the priorities of First Nations, Métis and Inuit living in B.C. It outlines 89 specific actions every ministry in government will take to create a better province for Indigenous Peoples.

"FOUR HOUSES" means the localized structure co-created to provide equitable opportunities and structure for Indigenous Nations to have a voice within the Greater Victoria School District. The Four 'Houses' represented in SD61 include Songhees First Nation, Esquimalt First Nation, Métis Nation of Greater Victoria (MNGV), and the Urban Peoples House Indigenous Advisory (UPHIA).

"GUARDIAN" means, in respect of a student:

- the person legally entitled to custody of the student; or
- the person who usually has the care and control of the student;

"HOW ARE WE DOING?" (HAWD) REPORT means an annual reporting structure intended to monitor the performance of Indigenous students in the BC public school system. This Report includes demographics and assessment outcomes.

"INDIVIDUAL EDUCATION PLAN (IEP)" is a written document that identifies student strengths and areas for growth, educational goals, those responsible for assisting the student in completing those goals, timelines for completion, and methods for assessing the attainment of goals. Goals for all students will be developed with appropriate and high expectations for achievement

"INFORMED CONSENT" refers to the provision of approval or assent, particularly and especially after thoughtful consideration, and after receiving all relevant information that is not unreasonably withheld. In the context of assessment and placement and education referrals, informed consent requires that the parent/guardian be informed of and be provided meaningful opportunity to provide input into the assessment and placement or education referral decision :

- 1) Assessment procedures to be carried out
- 2) the information to be collected
- 3) the intervention that may take place
- 4) the likely benefits and risks
- 5) the option to refuse or withdraw at anytime
- 6) that no information will be shared with MNGV or MNBC without parent or guardian informed consent

"INTELLECTUAL PROPERTY" means the protection of Métis traditional knowledge, culture and cultural expression and the rights to this are owned and protected by the Knowledge Keepers and not that of any organization.

“METIS CITIZEN” refers to a person of historic Métis Nation Ancestry, is distinct from other Aboriginal peoples and is accepted by the Métis Nation as a Métis Citizen in accordance with the provisions of Métis Nation British Columbia’s Citizenship Act.

“METIS COMMUNITY” means those individuals who, residing in a defined geographical area, are related to each other through Métis connections of a historical, cultural, or traditional nature.

“METIS NATION” means the Aboriginal peoples descended from the Historic Métis Nation, which is now comprised of all Métis Nation Citizens and is one of the “aboriginal peoples of Canada” within s.35 of the Constitution Act of 1982.

“METIS NATION BRITISH COLUMBIA” (MNBC) means the governing body with the secretariat known as the Métis Provincial Council of British Columbia, which represents and is comprised of the Métis citizens of British Columbia. Métis Nation BC is recognized by the Métis National Council, Provincial Government of British Columbia, and the Federal Government of Canada, as the Governing Nation for Métis in BC.

“METIS NATION OF GREATER VICTORIA” (MNGV) means the local community representing Métis People in the Capital Regional District. MNGV is one of thirty-nine Métis Communities that have entered in a Community Governance Charter agreement with the MNBC.

“METIS NATION RELATIONSHIP ACCORD II” is a commitment to work together for the betterment of Métis people throughout British Columbia. The Accord was signed November 16, 2016 and affirms a bilateral commitment to strengthen relationships between the provincial government and Métis people. The Accord sets out objectives to address health, housing, education, economic opportunities, Métis identification, children and families, information sharing, justice, wildlife stewardship, and data collection as well as any opportunities for engaging in a tripartite relationship with the federal government.

“MINISTRY” means the Ministry of Education and Child Care (BC).

“MODIFICATION” means instructional and assessment-related decisions made to accommodate a student’s educational needs that consist of individualized learning goals and outcomes which are different than learning outcomes of a course or subject. Modifications should be considered for those students whose special needs are such that they are unable to access the curriculum (i.e., students with limited awareness of their surroundings, students with fragile mental/physical health, students medically and cognitively/multiply challenged.)

“OPERATING GRANTS MANUAL” means the Ministry of Education and Childcare’s manual, as amended from time to time, that sets out the provincial funding formula that comprises a student basic allocation plus supplementary grants to determine school district funding allocations.

“PARENT” means, in respect of a student:

- the guardian of the person of the student;
- the person legally entitled to custody of the student; or
- the person who usually has the care and control of the student;

“SCHOOL or SCHOOL(S)” means and includes any school operated by SD61.

“SCHOOL ACT” means the British Columbia School Act, RSBC 1996, Chapter 412.

“SCHOOL DISTRICT” or “DISTRICT” means the area constituted under the School Act as Board of Education of SD61 (Greater Victoria).

“SCHOOL YEAR” means the period beginning on July 1 and ending on June 30 the following year.

“TARGETED INDIGENOUS EDUCATION FUNDING” means the funding provided to the School District by the Ministry of Education and Childcare for school age students of Indigenous ancestry participating in Indigenous Education Programs and Services offered by public schools, which must be spent on the provision of these programs and services.

“TRUTH AND RECONCILIATION COMMISSION OF CANADA” (TRC)

The Truth and Reconciliation Commission of Canada was a truth and reconciliation commission active in Canada from 2008 to 2015, organized by the parties of the Indian Residential Schools Settlement Agreement. The final report identifies 94 Calls to Action for engaging in reconciliations.

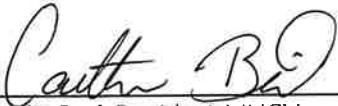
“UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES” (UNDRIP) is an international document adopted by the United Nations on September 13, 2007, to enshrine (according to Article 43) the rights that “constitute the minimum standards for the survival, dignity and well-being of the Indigenous peoples of the world.”

On November 28, 2019, the Legislative Assembly of British Columbia unanimously adopted the DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ACT (or “DRIPA”), 2019, becoming the first jurisdiction in Canada to enshrine UNDRIP into law.



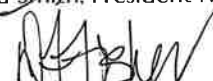
The parties hereto have executed this Agreement on the 15th day of September, 2022.

Métis Nation of Greater Victoria


Caitlin Bird, President MNGV

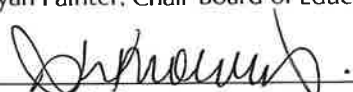
Métis Nation British Columbia


Lissa Smith, President MNBC


Debra Fisher, Minister of Education MNBC

Board of Education of Greater Victoria School District No.61


Ryan Painter, Chair Board of Education


Kim Morris, Secretary-Treasurer

