**Policy and Governance**

|  |
| --- |
| 1. Describe the authority and decision-making of district structures and who is responsible for ensuring that actions and decision making for equity are in place for Indigenous learners?  * **School Board sets policies and regulations for programs** * **School board 🡺 Sr District Staff 🡺 Site Administration 🡺 Teachers and AbEd Staff 🡺 Classrooms and Role Models** * **Parents to ask the questions of teachers and administrations as to what their children are learning.** * **Student: The Principal and then people in Vandy** * **EdREp: Starts at Super and works its way through the Principals, School Board involved a bit, Role of HSc, AEWs and Principal** * **Parent: Ed Committee and Ed Rep bringing info back and forth** * **AEREp: FNESC is a part of it???** * **Ultimate responsibility is a question mark???** |
| 1. Does your district have policies, practices and governance procedures that support equity?  * **AER – Enhancement Agreements, LEAs** * **ER: Questions from community as to what they do. There is a lot that we don’t know.** * **P: Visits to community** * **School Board policies are in place** * **Policies not as strong as they could be, look at how the graduation numbers have changed over time** |
| 1. How does your district policy, practices, and governance educate about the history and current realities related to issues of inequity and gaps in opportunity for Indigenous learners?  * **We don’t know this one** * **Curriculum change has provided educational exposure to students regarding historical treatments of Indigenous children in schools.** |
| 1. Does the district have in place policy or agreements that reflect a dedication to equity in budgets, employment/hiring and specific service to Indigenous learners?  * **Employment/hiring agreements are in place** * **Indigenous heritage looked at for hiring CUPE to have knowledge and understanding** * **Budgets are signed off with bands two times a year to ensure funds are being allocated for Indigenous Programs and staff** * **Indigenous learning support workers, cultural room, emotional supports by Indigenous support workers to touch base with students as needed.** * **P: We’ve had some jobs with preferential hiring, budgetary level** * **ER: LEAs** |
| 1. Does your district have an Indigenous parent, family and community engagement policy or strategy?  * **Not that we are aware of, but it would be good to have** * **I don’t know** |
| 1. Describe participation and representation of local First Nation communities, as legally responsible for the education of their members, in the decision making and change process to programs and services that directly affect their children?  * **ER: Ed Coordintors, their role** * **P: LEAs? Budget consultation by community** * **P: Ed committee** * **Students: DON’T KNOW POLICY** * **Meet mostly talk about budget, not talk about curriculum** * **Parent-teacher interviews to ask questions and find out how they can be supported.** * **Educational dinners at both reserves mingle with teachers and socialize to get to know who they are.** |
| 1. Does your district have specific policy related to access to indigenous language and cultural programs?  * **We don’t know** * **We don’t think so** * **Not aware of specific policy, but has been tried at Mouse Mountain in small programs over the last few years** |
| 1. What processes have been developed to ensure that indigenous languages are a visible and valued part of each learner’s experience?  * **No language program at high school** * **Learn about history part from social studies and English First Peoples.** * **Student: Zero language from K-11** * **P: During strike, NFC ran classes. Kids saw this as ruining his education, a month in spoke more Carrier then ever.**   **Rubric was scored at a 3. It should be noted that there was only one rubric completed for the two groups.**  **In my independent answering of the questions and completing the rubric. I scored it at a 2.** |

**Learning Environment**

|  |
| --- |
| 1. What processes have been developed to educate staff about the district’s expectations regarding the learning environment in schools and classrooms where Indigenous students learn?  * **AER: Monthly Reports, staff take part in this. In this school (FLESS) we have focused on building relationships.** * **P: We take grad very seriously** * **We have local processes** * **Determination to get out of the building and into natural environments for education on site.** * **Professional development for teachers** |
| 1. How do the students, families, and communities served by the district have input into the learning environment for their students?  * **Parents at Stellat’en don’t seem to get much attention until they threaten to pull their students from school** * **Schools try to have open door policy to be available to discuss student learning** * **They phone schools – Relationships** * **Feeling comfortable using their contacts – EC, HSC, Office** * **FB** * **Community Ed Committee – high expectations** * **Invitations to meet to voice concerns** |
| 1. How are families and communities made to feel welcome and valued as part of the learning environment?  * **Felt that they were able to speak to administration most recently** * **Community events in FN communities – teas, awards nights, cultural day, career fair, field trips to community, Aboriginal Day in community** * **Relationships** * **Open communication** |
| 1. How are families informed about the curriculum, teaching practices and graduation requirements impacting their students?  * **Newsletter** * **PT Interviews** * **Graduation meetings** * **Parents have a responsbilitiy to do their part to make sure they know what is going on; educators, schools, district and parents all have to work together.** * **P: Grade level meetings 8-12** * **Teaching practices – nothing there** |
| 1. Describe your district’s systematic practices for reviewing classroom and instructional practices (lesson plans, assessments, resources, etc.) for racial bias.  * **IDK** * **We have a collective agreement language on instructional practice** * **Do not have a systemic practice** * **Have school site supervision, but not a systemic practice** |
| 1. Does the learning environment readily reflect the First People’s Principles of Learning?  * **No** * **Parents – I’ve never read it** |
| 1. What are the stories told at the community level and is there a feeling that the professionals are respectful and inclusive of Indigenous learners, families, and communities?  * **Teachers are respectful of the communities of Nadleh and Stellat’en** * **Acknowledgement at beginning of meeting of territory we are on.** * **Invited to school to share culture – dance, stories, governance** * **Feeling in community differs** * **Link between in community Ed work and later outcomes – Joyce Brennan at Nadleh** |
| 1. Are there processes for routine scanning for equity in access to transportation, extra-curricular activities, codes of conduct, specialized programs (e.g. outdoor education, culinary arts, leadership) and transitions from early years programs to K-12 programs.  * **In FLESS, Brian and Cheryl** * **Out of building, Band Ed Coordinators** * **For school days transportation is available** * **Extra-curricular, transport is not available** * **Parents transport students home after practice and games** * **There is access to specialized programs**   **Rubrics from all groups scored this at a 2.**  **In my independent answering of the questions and completing the rubric. I also scored it at a 2.** |

**Pedagogical Core**

|  |
| --- |
| 1. Is there practice and decision-making that demonstrates a value shift from equality to equity?  * **Getting away from equality for everyone to do as well as they can** * **Equity of access to opportunity** * **Relationships then equity planning for students** |
| 1. Describe the ways in which equity and opportunity gap issues facing Indigenous learners are being addressed in professional growth plans for the district, school and classroom.  * **District - ?** * **School 🡺 Ab Learners?** * **Classroom 🡺 ?** * **AbEd workers working to close the gap** * **Access to career programs for all students is available** * **More access to hands on learning** |
| 1. What opportunities for professional growth in equity and Indigenous education are available for district and school staff?  * **FNESC – Some opportunity** * **January – Nadleh** * **District does not own Pro-D, Teacher union controls Pro-D** * **Linda O’Neil – Trauma informed practice** * **Shelley Moore – Inclusion** * **Nyree Hazelton – Trauma Informed Practice** * **District staff have had presentations on residential schools and presentations by Leona Prince; conference access** * **School staff presentation for ProD** * **AbEd worker assist in resource purchasing** * **LSW need to have access to ProD opportunities** |
| 1. Is there evidence that the adults (teachers/EA’s/Administration) believe that all students will be successful and are professional and strategic supports in place to ensure success?  * **Mid-year checks** * **Students understanding what is going on; teachers helping? Parent-teacher interviews; student struggling, what is needed? Helping to get students on track by teachers.** * **Lots of support to be successful; wanting them to be successful, but student has to want to be successful.** * **S: Lots of support and they crack the whip** * **AEW: Lots of teacher bring courses to the AbEd Office** |
| 1. Are there opportunities in place for developing skills and deepening understanding of Indigenous worldviews, perspectives and pedagogies?  * **See #19** * **Limited, but there are some** |
| 1. Are issues of *implicit bias and racism* raised and addressed as possibly impacting the nature of instruction, assessment and learning for Indigenous learners?  * **Individual basis to do self-check of bias and privilege** * **Talked about in classes, depends on the class/subject** * **IDK** |
| 1. Describe assessment practices being utilized in your district that address the individual needs of Indigenous learners.  * **Not sure what practices are used at district level** |
| 1. Describe how assessment focuses on quality feedback for student learning rather than on behaviors, suspensions, penalties for lateness, assigning “zeros” etc.  * **FSA not helpful** * **Many other assessments used in class** * **Classroom assessment are helpful to assess what has been taught** * **Contact with parent and Ed Coordinator** |
| 1. Describe how assessment is systematically reviewed for racial bias.  * **Not positive that it is** * **Should be able to speak to teacher as a student to address concerns of racial bias** * **I don’t know** |
| 1. What opportunities are there for students, families, and communities to learn about and give feedback on effective instruction, curriculum, and resources that are used in the classroom?  * **PT Interviews** * **Parents able to speak to schools regarding course material** * **Can call school to meet**   **Rubrics from groups scored this section at 2.**  **In my independent answering of the questions and completing the rubric. I scored it at a 1.** |

**Learning Profile**

|  |
| --- |
| 1. Anecdotally, how would you describe the achievement profile for Indigenous learners and are student achievement results improving?  * **Slowly, but yes they are improving** * **Many very strong young Indigenous students with a lot of supports.** * **Still work to be done with those who need additional support** * **Administration communicating when there is an issue; parents can’t help if they don’t know** * **Verbal communication – not sure what this means** |
| 1. Are student learning trajectories toward graduation (6 year completion rate) considered by the classroom, school, and district on an annual basis?  * **Yes** * **School and classroom yes, District?** |
| 1. How do school improvement plans reflect equity and specific strategies to serve Indigenous learners individually and as a group?  * **School trying to address success, so everyone gets to that point** * **Indigenous child has to want to get educated, child and parent support, wanting it for themselves** * **Admin and parents working together to find out what students need to be successful** * **Self-belief in that they can graduate: base education for future plans** * **Cultural speakers, singer, drummers (local)** |
| 1. Are multiple points of data considered when assessing the abilities and learning needs of Indigenous learners.  E.g. are Ministry, district, school and classroom assessments considered together?  * **Would think yes but not absolute understanding** * **IDK, maybe school and classroom** |
| 1. What happens when an Indigenous learner is not achieving a year’s worth of progress in a year’s worth of schooling?  * **Administration intervention to determine what the situation is** * **A lot of factors that could create the situations** * **What supports are needed or available?** * **Parents meetings with teachers, principal, ed coordinator, HSC, councilor, make a plan on-going** |
| 1. What systems are in place for keeping track of achievement for Indigenous learners and how is the responsibility for responding understood?  * **Report cards** * **Attendance Programs** * **Newsletter** * **Midterms, report cards, HSC reports, teacher-parent communication, (phone, email, text) and students themselves**   **Rubrics from groups scored this section between 3 and 3.5. The score of 3.5 highlighted that there is a high degree of advocacy for learners and empowering systems of belief are evident.**  **In my independent answering of the questions and completing the rubric. I also scored it at a 2.** |