**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?
* **The school board ie Trustees and Superintendent, the District Aboriginal Director and the FNEC are decision makers.**
* **Others ie Teachers, sometimes Principals do not always know what or who makes decisions with regard to Indigenous learners.**
* **Trustees=>Superintendent=>District Principal of AbEd=>HSC Front line workers + Parent, Coordinator, Principal. \*Process feels a bit jumbled.**
* **Case-by-case for each individual student**
* **Employers=>Teachers=>Support Staff**
* **Leona+Board**⬄**FNEC**⬄**Chief and Council**
* **Principal, Districts Principals, Superintendent, Assistant Superintendent**
* **School Principal, Education Coordinator (FNEC/FNESC)**
* **Equity for Aboriginal learners has not really existed before**
* **Superintendent, Manu Madhok (only Jonathan Morry knew this)**
* **District Principal of Aboriginal Education, Leona Prince**
* **Principals**
* **Education Coordinators and Support Workers**
* **Contacts – Teachers, Counsellors**
 |
| 1. Does your district have policies, practices and governance procedures that support equity?
* **School-based team practice**
* **Home-school coordinators engage with families to support equity**
* **FN course – credited at secondary**
* **Some elementary schools promote Carrier language**
* **Unaware outside of Jonathan**
* **Daylan said yes – teachers, counsellors, support workers**
* **Yes, but we are just at the beginning stage, Don’t really feel that it existed in the past**
* **Yes “finally”, delivery but not equity**
* **Don’t know (parents, EC, students)**
* **Minimal – can’t name any policies**
* **An expectation that every student will graduate, staff (AbEd, HSC)**
* **The local high school does support Indigenous events ie. Roots of Reconciliation**
 |
| 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?
* **Locally, at the high school Roots of Reconciliation**
* **New curriculum implementation Residential School teachings in Social Studies.**
* **First Peoples English Course**
* **Don’t think we do this**
* **FNEC – Provides timeline date**
* **Elementary -> Curriculum too wide**
* **Cultural educators a relatively new thing**
* **Should be greater focus on curriculum**
* **We are starting at an earlier age (daycare)**
* **In the past, they have sent out reports but they are not very user friendly**
* **As a student (being more social) feel like they are treated the same as other students**
* **Not talked about as much as it should be. Information doesn’t make a lot of connections.**
* **Started, needs a lot of work**
* **Looks good on paper but not effective.**
* **More community engagement**
* **More FN Representation -> Must be appropriate**
* **Use common language (simplistic) -> not discriminate**
* **Newsletter and Eagle**
* **Needs to be ongoing on and more thorough**
* **Orange Shirt Day**
* **Elementary Social Studies Curriculum**
* **First Nations Course Study**
* **Carrier Language taught by Jordan Williams**
 |
| 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?
* **Some posting require Aboriginal ancestry**
* **Uncertified “teacher” granted permission to teach on a letter of permission**
* **On paper yes**
* **Unions get in the way (qualifications, experience). Very few positions**
* **First Nations employees feel like they are included in budget meetings. Indigenous staff are more present in schools. There could be more, but the ap still needs to be closed. Many First Nation people still do not go into education, not qualified.**
* **District made an effort to have a local First Nation person in the District Principal of Aboriginal Education position.**
* **Yes, Human Rights Exemption for hiring preference. Aboriginal funding formula.**
* **Preference hiring for some positions, Attempts to hire teachers.**
* **Service – HSC/AEW, 131 budget protected**
* **LEA – LBN Updated no other**
* **More Indigenous teachers or support staff needed.**
* **Students will have more progress if they see other Indigenous workers (support) from the nations in that town.**
* **FNEC targeted funds.**
 |
| 1. Does your district have an Indigenous parent, family and community engagement policy or strategy?
* **LDSS building more rapport with more parents. More parents attend meetings. More home calls/visits. More parent meetings.**
* **No**
* **Haven’t seen one (vague)**
* **Mostly one and done -> No ongoing engagement**
* **Home Support Worker and Ab Student Center**
* **Not that many of us know of a policy or a strategy**
* **That sounds like something that would be good**
* **Difficult to get Aboriginal parents to come into the school or to be involved in school events**
* **Don’t think so…**
* **Need trustees and PAC reps from communities**
* **Need time for healing**
* **On FNEC -> East and West Parent reps**
 |
| 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?
* **Through FNEC**
* **Budget consultation at round table – 131 budget**
* **PAC – don’t feel valued or heard, seems cliques already formed, busy and hard to find time**
* **Band Education Coordinators**
* **There is some representation from local First Nation communities in FNEC meetings. In the past, this is when budget talks, decision making and change process to programs and services would take place.**
* **Not a lot of contact between local schools and Education coordinators from all of the bands. More connections between some bands than others.**
* **Was more work that Calvin was doing in the past. Not Principals or Aboriginal Education staff.**
* **Parents -> No, I haven’t seen much input. Not much changes.**
* **FNEC Meetings. LBN – Gina Patrick: Other smaller bands not as well represented**
* **Education Coordinators of the local bands are consulted but the bands to not disseminate the information to families on reserve**
* **The councils are not involved so they should not be legally responsible.**
* **At LDSS, roundtable meeting with FN Reps**
 |
| 1. Does your district have specific policy related to access to indigenous language and cultural programs?
* **No**
* **Not policy**
* **First Nations Studies available at LDSS from grade 8 to 12. Some Indigenous language but it is sporadic. Most elementary schools integrate it into the classroom (if they can)**
* **We don’t know about any specific policies**
* **Policy -> Yes, Practice -> No**
* **Daylan: At Cultural Center**
* **Smaller Schools (BESS) yes -> easier to implement**
* **No**
* **Language courses are limited now**
 |
| 1. What processes have been developed to ensure that indigenous languages are a visible and valued part of each learner’s experience?
* **Courses in language are limited as it is just in the beginning stages**
* **Some schools offer Carrier language**
* **LDSS (Daylan) -> No Cultural Center**
* **Smaller Schools yes (BESS, WKE)**
* **There is minimal, if any, in schools. More happening at elementary than high school.**
* **Language and culture teachers**
* **AbEd Workers**
* **More Ab Support**
* **Jordan Williams – one day a week here, one day at WKE, one day curriculum (Carrier Language)**

**Rubric results ranged from no evidence to 2.5 with the average being 1.6. It should be noted that two groups scored it at 0-1 and three groups scored it at 2-2.5.****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?
* **A couple of curriculum days dedicated to this topic.**
* **Presentations by Calvin Desmarais at PVP Meetings**
* **Presentations by Joanna Cardinal re: traums sensitive classrooms**
* **Used to have Pro-d with FN Focus and not it is gone**
* **First Peoples Principals of Learning**
* **Aboriginal Worldviews and Perspectives**
* **Not very much**
* **Work in progress**
* **PVP Meeting 🡺 Staff meeting??**
* **Curriculum implementation days**
 |
| 1. How do the students, families, and communities served by the district have input into the learning environment for their students?
* **Round table – LDSS**
* **Through Parent-Teacher interviews**
* **Education Coordinator**
* **Parent-Teachers Interviews – location**
* **Students – Need introduction in Grade 8 Orientation**
* **They can have input but don’t. They don’t know how to communicate. Not getting invited.**
* **Students don’t have any input either.**
* **DPS, Cultural Center – flexible environment at LDSS from student’s perspective**
* **Parent-Teacher Interviews**
* **Through HSC**
* **PAC Meetings**
* **School Websites**
* **School Newsletters**
* **Education Coordinators at various bands**
* **Student voice – students**
* **Recommend PAC meetings get more Indigenous parents to participate**
 |
| 1. How are families and communities made to feel welcome and valued as part of the learning environment?
* **Round table makes EC feel welcome**
* **Very welcoming, teachers are very friendly, extended family members welcome**
* **Personal invitations to big events**
* **K teachers invite Elders**
* **Lack of communication is not welcoming**
* **Chili at P/T Interviews**
* **Need better accessibility**
* **Community events open to all the community. Information if shared with everybody.**
* **HSC are used to share information and to invite families.**
* **Cultural Center**
* **Invitations to events**
* **Feel valued as a part of the community**
* **P/T Interviews 🡺 Many don’t go. Why?**
* **AbEd worker + HSC are visible in school**
* **Daily schedules of HSC to greet families every morning**
* **Open house every fall**
* **Eagle time at MCE**
* **Strongstart 🡺 drop-in center**
* **Welcome back BBQ**
 |
| 1. How are families informed about the curriculum, teaching practices and graduation requirements impacting their students?
* **Parent meeting by HSC**
* **LDSS meets with parents of grad parents**
* **LDSS meets with parents of grade 7 students to discuss course selection**
* **PAC Meetings**
* **School Newsletters**
* **Curriculum 🡺 Newsletters, course list**
* **Teaching practices 🡺 ? Never has been discussed**
* **Grad requirements 🡺 Phone calls**
* **Twice a year course information is sent home**
* **Report cards and P/T Interviews**
* **HSC relays this information as well**
* **Mail/Website/FB??**
* **P/T Interviews**
* **Meet the teacher night**
* **FOOD!!**
* **Course selection meetings and booklets**
* **Diploma verification forms attached to report cards**
* **Communication between HSC, EC and parents**
 |
| 1. Describe your district’s systematic practices for reviewing classroom and instructional practices (lesson plans, assessments, resources, etc.) for racial bias.
* **Resources in some classrooms need to be reviewed for content. Some students may be affected.**
* **No systemic practice at this time.**
* **ERAC can support schools to select resources and present concerns about the appropriateness of a resource.**
* **Encourage Aboriginal content**
* **Check-ins with Band liaisons, reps to check for accuracy.**
* **Many separate bands so confusing about what is culturally correct.**
* **Don’t know**
* **None**
* **Teacher autonomy clause**
* **PVP can observe course outlines and make suggestions**
* **None**
 |
| 1. Does the learning environment readily reflect the First People’s Principles of Learning?
* **Sporadic – teacher by teacher**
* **Not fully, but aspects are there**
* **We’re getting better at it, but it still needs work**
* **At a minimal level**
* **Reconciliation** 🡺 **Eagle at LDSS, it was done and then dropped**
* **Much variation amongst classrooms and schools**
* **Yes, more Indigenous content in courses**
 |
| 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?
* **Appreciate including culture in events – drummers, language**
* **Haven’t heard otherwise**
* **? Unknown**
* **Don’t know**
* **On social media, it tends to be negative**
* **Are respectful**
* **Overall, a feeling of trust that professionals are doing their best with what they have.**
* **Still a stigma of low expectations regarding Indigenous learners**
* **(especially in AbEd rooms)**
* **Some feel that there are some professionals who are not respectful of Indigenous learners.**
* **Teachers are including local First Nations teachings**
* **A teacher was teaching students at the school to scrape a hide. This was observed by an Elder who made a negative amount.**
 |
| 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.
* **Resources lacking in carrying out activities in cultural teachings**
* **No**
* **Equity Scan has just started**
* **Definite + Hard No.**
* **No alternatives to standardized practices**
* **School bus**
* **Not that we are aware of**
* **No**
* **LDSS has processes**

**Rubrics from all 5 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?
* **Alternative programs have become integrated in the last two years.**
* **The school does contact parents more for student’s course selections.**
* **Yes, the value shift is occurring but the focus is on spec ed and needs to include equity for Aboriginal learners.**
* **Yes, Daylan: Alternative ways for representing knowledge**
* **Yes, Jonathan: Individualistic**
* **There is more equity and teachers are making a shift towards equity**
* **We’re on our way!**
* **There has been a big shift. Practice is changing.**
* **Not as much support a decade or more ago**
* **Felt like Aboriginal students were pushed to Storefront**
* **A lot of bullying made us leave school**
 |
| 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.
* **School goals – equal representation by cultural group**
* **We’re on our way!**
* **Providing extra supports, allowing students to show their learning in a variety of ways, help students that are struggling or below grade level.**
* **Oral culture: Alternative ways of learning and representing**
* **IEPS**
* **6 year grad program (stay until 18 if needed)**
* **Cindy and Rhea: Not being addressed**
* **The District Strategic Plan addressed 2 goals – literacy and SEL both of which indirectly support the success of Indigenous learners.**
* **Leona Prince met and organized a Pro-D day with AbEd Staff**
* **The new curriculum changing students who end up in Comm course vs. English**
 |
| 1. What opportunities for professional growth in equity and Indigenous education are available for district and school staff?
* **This the first thing**
* **BCTF has workshops**
* **District offers CUPE training**
* **FNESC**
* **Leona’s workshops**
* **There is some, but not much geared towards educators, not other District workers or students.**
* **Limited and Occasional 🡺 Not mandatory, perhaps including mandatory or even continuous and ongoing option would be advisable**
* **FNESC conference – open to admin, teachers and support staff**
* **First Nations conferences, curriculum days, professional development days**
 |
| 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?
* **School based team meetings includes teachers, EAs**
* **WKE – Primary literacy blitz 4x/week to ensure success**
* **Rhea: Hard No! Their own professional opinions cause bias. Abuse of power and place**
* **Teachers collaborate to share information. Adults want to have high success for their students and believe in it, but there is not official supports in place to gauge this**
* **Evidence? “Every child has the right to succeed”**
* **Students feel teachers believe in them**
* **Sometimes ask for help and don’t get help**
* **Parent – sometimes students feel rushed – student agreed**
 |
| 1. Are there opportunities in place for developing skills and deepening understanding of Indigenous worldviews, perspectives and pedagogies?
* **Conference, Curriculum development, ProD Days**
* **Pro-D Days for teachers**
* **BCTF Website**
* **More hands-on, visual learning is needed**
* **Yes, but limited**
* **Occasionally ProD opportunities**
* **Not enough publicity**
* **“One and Done”**
* **There is some but not enough. There tends to be a focus on one theme that is taught over and over in each grade.**
* **Only a few training events/ProD available**
* **Nothing really for students**
* **Yes – workshops for teachers**
* **FNS 9/10 & 12**
* **EN FP 10 & 11**
* **FNESC**
* **Leona**
* **More now**
 |
| 1. Are issues of *implicit bias and racism* raised and addressed as possibly impacting the nature of instruction, assessment and learning for Indigenous learners?
* **We think people feel uncomfortable giving talks about this or discussing this. Unless, there are teaching staff that are obviously being/showing bias and racism.**
* **No…**
* **No. Not formally; haphazardly**
* **Yes, are raised and somewhat addressed**
* **Daylan: no bias or racism: options**
* **Cindy and Rhea: bias and racism are not addressed but deflected. Dealt with in a politically correct way. Never fully resolved.**
* **No**
* **Not enough**
 |
| 1. Describe assessment practices being utilized in your district that address the individual needs of Indigenous learners.
* **Extra time**
* **Alternative venue**
* **Assessment should be based on the needs of all individual students, not just if they are Indigenous**
* **General practices – lack multisensory learning**
* **Differentiation**
* **Alternative ways of representing knowledge**
* **Send to storefront – very negative, colonial**
* **Alternative learning environments**
* **Adjudication folders**
* **Primary circle data charts**
* **Formative assessment**
* **Some elementary schools have moved away from letter grades**
* **SOAR monthly gatherings at WKE have replaced honour roll**
* **Case by case, not specific to Indigenous Students**
 |
| 1. Describe how assessment focuses on quality feedback for student learning rather than on behaviors, suspensions, penalties for lateness, assigning “zeros” etc.
* **Rolling marks**
* **Infusion of formative assessment practices**
* **Clear success criteria**
* **Learning targets**
* **Peer/self-evaluation**
* **Rubrics**
* **Feedback**
* **E-portfolios through Freshgrade**
* **Ridiculous question 🡺 cops and focus on punishment**
* **SBTs focus on abilities**
* **Depends on subject matter and individual teacher. Good teachers should be using assessment that focuses on quality feedback.**
* **It only focuses on quality feedback for student learning**
 |
| 1. Describe how assessment is systematically reviewed for racial bias.
* **No it is not**
* **Provincial assessments may be getting reviewed (FSA, grad rates), but we need a systemic review**
* **??**
* **Casually peer-peer**
* **Maybe Principal**
* **Admin should notice is a students is being given a letter grade on a report cards that doesn’t make sense. However, individual assessments are not regularly reviewed.**
* **Standardized tests are often racially biased but we can’t do anything about that.**
* **No process**
 |
| 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?
* **None**
* **Students are surveyed at the beginning of the year**
* **Not many**
* **Need a reason to attend**
* **None other than P/T Interviews**
* **Annual student satisfaction survey (students complete their survey but parent response rate is low)**
* **Parent/Teachers are busy but emails and phone calls work**
* **No there is not**

**Rubrics from all 5 groups scored this section between 1.5 and 2. Two groups scored at 1.5 with one of the groups indicating that they chose 1.5 because “Classrooms are disconnected with families and communities.” The other three groups scored this section at 2.****In my independent answering of the questions and completing the rubric. I also 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?
* **Our children’s environment is better than ours and our Elders**
* **Fewer students dropping out**
* **Seems easier for those who drop out to return**
* **None moving on to Post Secondary**
* **This year’s grads are first group with plans**
* **Same standards for all students**
* **If Indigenous learners are not doing well often due to hunger, attendance, learning disabilities.**
* **Grad photos 1980 to present**
* **Yes**
* **Are improving – more focus on Aboriginal learners**
* **Still much to be done**
* **There is still an achievement gap**
* **Our grads are slightly below the provincial level**
* **Graduates need to be earning a Dogwood unless there is sufficient evidence that an Evergreen is required**
* **Graduation rates are improving**
* **FN students are taking high academic level courses**
 |
| 1. Are student learning trajectories toward graduation (6 year completion rate) considered by the classroom, school, and district on an annual basis?
* **Yes**
* **Lack of communication between District, High School and Elementary Schools**
* **We need to be asking more questions about the learners who didn’t graduate and determine points of impact**
* **Yes**
* **High school definitely**
* **We assume it’s in place**
* **Yes**
 |
| 1. How do school improvement plans reflect equity and specific strategies to serve Indigenous learners individually and as a group?
* **No evidence**
* **The school plans focus on students not at grade level but not specific strategies to serve Indigenous learners**
* **Eagle Time at WKE**
* **We aren’t there yet with Leona’s help we can get there**
* **No, it’s not specific towards Indigenous youth**
* **Individually yes, group no**
* **School Plan**
* **Targeted dollar plan**
 |
| 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?
* **SBT**
* **How are We Doing Report, on-reserve, off-reserve, everybody 🡺 We don’t look at this**
* **Most of what we do is individual**
* **Ministry, District, School/Classroom (circle charts)**
* **Yes, Interagency  Always room for improvement**
* **They are there but needs improvement**
* **Yes, but not always a lot of information**
 |
| 1. What happens when an Indigenous learner is not achieving a year’s worth of progress in a year’s worth of schooling?
* **Grade 10**
* **Age**
* **Attendance, Assess LLC**
* **Current level of progress is communicated on a report card**
* **SBT**
* **Possible psych-ed assessment**
* **Referral to school intervention (Tier 2)**
* **Sent to exile in Storefront (BL)**
* **Continue where left of in previous years (BESS)**
* **Start class over**
* **They fall behind and suffer down the road**
* **Support are put in place to help the learner eg. Pullouts, adaptations, modification (if required), change in environment.**
* **Interventions: supplemental instruction, meet and plan with parents involve EC, HSC, Counsellors, Extra time**
 |
| 1. What systems are in place for keeping track of achievement for Indigenous learners and how is the responsibility for responding understood?
* **FNEC tracks district**
* **Grad Program records**
* **Grad transitions and course selection (grad credits)**
* **Don’t really understand the question**
* **The data is accessible (AMS)**
* **HSC**
* **TRAX**
* **Band Check-ins**
* **AMS**
* **Monthly AbEd reports**
* **HSC Monthly reports on MyEd**
* **Parental permission forms**
* **School meets with band reps**

**Rubrics from all 5 groups scored this section between 2 and 3. Four groups scored this section at 2. One group scored it at a 3.****In my independent answering of the questions and completing the rubric. I also scored it at a 2.** |