**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?  * **Superintendent, assistant superintendent, principal for Aboriginal education, principal, vice principal, teacher, community , parents, students** * **FNEC – LEA** * **Board of Education** * **Manu and team** * **L. Prince** * **Principals** * **AbEd Workers** * **Teachers/LSWs** * **Students** * **Do we need to move to a more community model?** |
| 1. Does your district have policies, practices and governance procedures that support equity?  * **District hiring practices (50% aware of this in our group)** * **We feel as a group we have more of an equality based system rather than an equity based system** * **Policy 2 regs** * **Not absolute knowledge** * **No, never seen anything** |
| 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?  * **The district policies may need to be better shared or explicitly made part of an individual schools ‘norm’** * **School based thinking and not district based thinking** * **Ask the FN community** * **Teach students through curriculum regarding history** * **Repeated patterns** * **Extra bus run after school to support extra-curricular activities** * **Access to programs is available for practice** * **Depends on course, SS and ENG, textbooks and concerns about FN** |
| 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?  * **HR exemption** * **Budgets for specific services to Indigenous learners** * **Agreements with specific nations for specific services such as buses, extra-curricular** * **Access to services** * **HR exemption – hiring practices: How often is this used?** * **Student and teacher unaware of budgets** * **Formal leaders – No specific budget for equity, but parts of budget support equity** * **Aboriginal Education workers through targeted funds** * **Open door policy – community liaison workers** * **Policy about hiring** * **HR exemption** * **70% of FSJSS is FN** * **Bannock days** |
| 1. Does your district have an Indigenous parent, family and community engagement policy or strategy?  * **Community engagement strategy** * **Parents/Family engagement such as PT meetings** * **Ed Coordinator** * **Mark and Farrah in schools** * **HSC 🡺 out of schools** * **Our group is unaware of a district policy on this. We do see it on a school to school level, in practive but not part of a formal policy** * **Principal attend FN Education Advisory committees in surrounding area** * **Not aware of policies** |
| 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?  * **Monthly FNs meetings** * **Community liaison positions** * **School holds meeting to inform about changes** * **Open about finances/budgets** * **Community engagement** |
| 1. Does your district have specific policy related to access to indigenous language and cultural programs?  * **Not sure** * **The school administrator was aware of the documents, but the rest of the group was not aware of a specific policy.** * **Not that we know** * **In practice the school tries** |
| 1. What processes have been developed to ensure that indigenous languages are a visible and valued part of each learner’s experience?  * **Nothing right now, but will work on it** * **No FN teachers** * **Little visible signage or evidence** * **No language courses at the high school level** * **Minimal language courses at the elementary level (did used to have culture/language classes)**   **Rubric was scored at a 2.5, 2 and 3.**  **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?  * **Hold staff meetings** * **Direction from principals to bring indigenous learning into classroom** * **Staff are encouraged to bring knowledge keepers, elder into the classroom** * **Research on John Prince Research Forest, Nahounli Creek research** * **Went to Nak’azdli to ask permission** * **Availability of Pro-D BLNTU more for CUPE** * **New curriculum (inclusion of Indigenous ways of learning)** * **Can choose to learn and develop in this area at PD day** * **Planning day – focused on this area** |
| 1. How do the students, families, and communities served by the district have input into the learning environment for their students?  * **Improvement plan for FSJSS has videos with Indigenous students sharing** * **HSC** * **Education committees and AbEd Directors** * **PAC** * **Depends on teacher and subject** * **Not clear for learners how to do it** * **FN/Cultural room** * **Currently contact through the administration** * **HSC role 🡺 communicating with admin** * **Monthly FN meetings** * **Individual meetings with families about student progress** * **Letters sent home** * **Community liaison position** * **Verbal and non-verbal communication** * **Ed Director conversations** |
| 1. How are families and communities made to feel welcome and valued as part of the learning environment?  * **It is a lot of things – community building** * **Formally inviting guests and families to the school** * **Meet the teacher and PT nights** * **Letters from teachers to parents** * **Personally invited to events** * **Open door policy** * **Communication eg: texting constant** * **Not treated differently** * **Greeted and feel welcome** * **Included in decision making** * **Opened to community events 🡺 fundraising** * **Meetings with families** |
| 1. How are families informed about the curriculum, teaching practices and graduation requirements impacting their students?  * **Letters to parents** * **Phone calls** * **Graduations requirement sheets** * **Hold meetings** * **Naomi Stainton’s position** * **School news letters** * **FB pages** * **Interim reports, report cards, grad meetings, PT conferences, calls home, PAC meetings** * **Grade 12 learners about grad requirements** * **Grad parents re grad ceremonies** * **Parent meeting about grad requirements (grade 10)** * **Individual teachers inform parents of class outline** * **Letters home from school about changes in grad requirements** * **Report cards** |
| 1. Describe your district’s systematic practices for reviewing classroom and instructional practices (lesson plans, assessments, resources, etc.) for racial bias.  * **Nothing systemic** * **Conversation with teachers** * **Live and breathe daily** * **You have to listen and be more compassionate** * **Notice student routines** * **More respectful of traditional practices** * **Develop relationship with students** * **Don’t have a formal practice** |
| 1. Does the learning environment readily reflect the First People’s Principles of Learning?  * **Some classrooms** * **Highly dependent on the classroom to classroom, school to school** * **Not at this time** * **Need a variety of learning principles** |
| 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?  * **Good school but have doubts, some teachers are too strict with Aboriginal students** * **Racism of low expectations has changed over the years** * **Enterprise is considered a bad place** * **Some teachers are racist** * **Yes, a feeling of respect** * **Student: families look at the school in a good way** * **Student: feels he is included in the school** * **But is some negative views of the school (suspensions, program changes)** |
| 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.  * **The process of routine scanning should be improved** * **No process or policy** * **Provide transportation, extra-curricular activities, specialized program** * **Yes, considers transportation, extra curriculum, not sure about code of conducts**   **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?  * **Yes, graduation rate now compared to 10 years ago** * **Evergreen rates decreased** * **Time factor** * **More time to complete assignments** * **Indigenous curriculum** * **Yes, learners who need more support get it** * **RTI support** |
| 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.  * **Strategic plan – not addressing Indigenous learners** * **Depends on individual student and what they what and choose to access** * **Big focus from district and school on social and emotional learning** * **Trauma informed learning** |
| 1. What opportunities for professional growth in equity and Indigenous education are available for district and school staff?  * **½ day planning sessions** * **Bring in cultural advisers to educate staff** * **Brainstorming sessions** * **Professional development training/courses** * **Pro-D opportunities for BLNTU Indistricts away** * **Opportunities for district staff** * **Lack of opportunities for CUPE** |
| 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?  * **Yes** * **Grad rates** * **Increased communication** * **Relationsip developmet** * **Training/courses** * **RTI support** * **Study block** * **Enterprise center for completing courses** |
| 1. Are there opportunities in place for developing skills and deepening understanding of Indigenous worldviews, perspectives and pedagogies?  * **Yes** * **Elders/knowledge holders in school** * **Curriculum** * **PD** * **In some classes, residential schools taught** |
| 1. Are issues of *implicit bias and racism* raised and addressed as possibly impacting the nature of instruction, assessment and learning for Indigenous learners?  * **Talking about it** * **Identified by student as happening in classrooms** * **Raised** * **Not ignored or denied** * **Not as much not compared to 10 years ago** * **Don’t know who to bring the issue to or who to talk to** |
| 1. Describe assessment practices being utilized in your district that address the individual needs of Indigenous learners.  * **Using portfolios** * **IEPs** * **Comprehensive assessments** * **RAD test** * **Reading, PM Benchmarks etc.** * **All addressing individual needs (not necessarily free of bias)** |
| 1. Describe how assessment focuses on quality feedback for student learning rather than on behaviors, suspensions, penalties for lateness, assigning “zeros” etc.  * **Depends on class, self-assessment in English class** * **Teacher** * **Movement towards assessment change** * **Using portfolios** * **Comprehensive assessment** * **True picture of student learning** |
| 1. Describe how assessment is systematically reviewed for racial bias.  * **Not that we are aware of** * **Not reviewed** |
| 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?  * **Letters** * **Phone calls** * **Meetings** * **Open door policy** * **Student voice** * **PT meetings** * **Feedback to individual teachers** * **Parent can email teachers and principals**   **Rubrics from groups scored this section at 2.5.**  **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?  * **Yes, grad rates increased** * **More students on honour role** * **More student in extra-curricular** * **On individual basis** * **Lots going on to pass** * **Increase in number of grads** * **Our FOS appears to be doing better than provincial averages** * **Question: what % of graduating student are receiving evergreens or dogwoods** |
| 1. Are student learning trajectories toward graduation (6 year completion rate) considered by the classroom, school, and district on an annual basis?  * **At the school level there are plans in place. Year-end meeting at the school** * **District look at data, continually look at individual** * **Counsellors and admin know each of learner trajectories** * **Absolutely, grad rates increased** * **More support** * **Open communication** * **More positive perspectives** |
| 1. How do school improvement plans reflect equity and specific strategies to serve Indigenous learners individually and as a group?  * **For high school plan had a specific webpage to reflect on ways to support/learn from our indigenous studetns** * **Elementary school considered but no specific reference in improvement plans** * **Not ware of at a classroom level as a learner.** * **At a staff level is being discussed to improve strategies for individuals and groups** * **Understanding of trauma, different learning needs** * **Respect for FNs culture** * **Bring Elders into the school** * **Seen as equal** |
| 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?  * **Yes** * **FSA, RAD 🡺 as part of SBT** * **Our schools consider data from multiple cources, RAD, math DNA, etc** |
| 1. What happens when an Indigenous learner is not achieving a year’s worth of progress in a year’s worth of schooling?  * **Continue on to next year** * **Encourage the student more** * **Share classes** * **Given extra units to ensure completion of course** * **Boost ego and confidence of students** * **RTI** * **Counsellor and admin 🡺 intervene early in semester** * **Parents contact and band education contacts to help support** * **Different paths like enterprise center** * **Referred for psyched, more assessment school based team, investigate** * **Programming is modified for each student** |
| 1. What systems are in place for keeping track of achievement for Indigenous learners and how is the responsibility for responding understood?  * **There is no system in place for tracking this at the school or classroom levels** * **Report cards 🡺 semester end meetings** * **Parent contacts, band contacts 🡸 SBT 🡸 Mrs. Stainton** * **Team approach to keep track of learner success** * **HAWD report** * **Student files** * **Case manager** * **Graduation requirements**   **Rubrics from groups scored this section between 2.5 and 3.**  **In my independent answering of the questions and completing the rubric. I also scored it at a 2.** |