**Policy and Governance**

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| 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?
* **Aboriginal Education committee**
* **District – Aboriginal Education Principal Leona**
* **School board policy and regulations – Parents and community have a voice in our district policies.**
* **Building administrators are accountable for actions, decision making.**
* **Teachers and support staff**
* **Ministry🡺Senior Staff/School Board/District Principal/Trustees🡺Parents, Students, Community🡺Admin/Teachers/Support Staff**
* **FNEC makes a lot of decisions-suspension rate and look at issues, suspension rates and looks at issues (Nikki)**
* **Band reps meet with each principal about students who are needing support and seek ways to support them. LEA is going to be changed. We haven’t had one for about 8 years (Jason)**
 |
| 1. Does your district have policies, practices and governance procedures that support equity?
* **Policies – yes in place**
* **We do not have an LEA which is normally where that would be dealt with**
* **School plans often address goals for the success rates of Ab students**
* **At a school level, there are lots of practices in place to focus on supporting Ab students**
 |
| 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 are not aware of policy at a district level**
* **We discovered this in the strategic plan but most of us did not know**
* **Our district supports the practice of learning about the history**
* **Our schools are open and supportive of our Ab Students, they ask for resources**
* **Yes**
* **Focus on culture, residential school history**
* **Students learning about history through studies in K-12**
* **Teaching culture and history**
* **Potlatch, Aboriginal Worldview**
* **Traditional teachings**
* **Access to opportunity, career opp, course access**
 |
| 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?
* **Budgets – yes, AbEd Budget**
* **Employment – yes, we have equity in our hiring practices**
* **Spec services to Indigenous learners – services in place but inadequate budget to fully support services \*not enough people in support staff positions.**
* **Student lens – not aware of services for Indigenous learners. Would like to access to help with courses, safe space for learners, FN counsellor from community**
* **We have a human rights exemption for hiring**
* **Band have no input into who is hired**
* **Information about which postings are coming up is not shared with bands**
* **There is policy but most of us do not know that**
* **Budgets are shared at FNEC meetings**
* **Band Ed reps meet with each Principal**
* **Students and parents are really not aware or don’t know much about any of this**
* **New budget practice this year that addresses equity**
 |
| 1. Does your district have an Indigenous parent, family and community engagement policy or strategy?
* **Not currently across the district**
* **\*ex: NVSS meet and greet dinner at Saik’uz First Nation**
* **Bridging the gap is important**
* **Connecting by going to community**
* **Ensuring schools are welcoming**
* **Not at a district level**
* **There may be strategies at a school level**
* **There is an agreement being developed**
* **Saik’uz hosted a staff dinner in the band office**
* **FSJSS has parent-teacher night at Kwah Hall**
 |
| 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?
* **Local Education Agreements – education coordinators and band council participate and are legally responsible**
* **Parents – responsible for education**
* **There is representation from each FN and FNEC and they engage in decision making and change process all of the time – they meet 4 times per year**
* **Band reps meet and participate in decision making at the school level all of the time**
* **AbEd workers also engage in this change process**
* **Parents and students may not be aware of this**
* **Principals share this info with PAC**
 |
| 1. Does your district have specific policy related to access to indigenous language and cultural programs?
* There is a policy but many people may not be aware.
* Student – knew about learning language and culture at McLeod, NVSS is more culturally focused
* Language 🡺 School language programs
* Community: cultural pro-d days, dancing, beading, cultural opportunities, after school language program
 |
| 1. What processes have been developed to ensure that indigenous languages are a visible and valued part of each learner’s experience?
* **At a local level – Saik’uz is offering a language class at the band office but attendance was low**
* **WL McLeod and NVSS have a language teacher – elementary has scheduled language classes. At high school it is mostly off-reserve kids that come to AbEd worker - may resist Carrier is beginning to be recognized by universities.**
* **Not ongoing and visible across the district**
* **There is a need in this area**
* **Dependent on who can teach the language**
* **At some schools, language is a visible and valued part of the each learner’s experience.**
* **Ideas: mentorship model, using technology, language recorded, first voices, signs, welcomes, and ways to make language and words visible.**

**Rubric scoring for this category was a 2.5****In my independent answering of the questions and completing the rubric. I scored it at a 2.** |

**Learning Environment**

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| 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?
* **Aboriginal staff met for district Pro-D**
* **The pro-d learning is often optional for all staff, there isn’t regular district wide-opportunities**
* **The AbEd Principal provides this learning when requested and is developing a website**
* **Professional development**
* **CUPE members paid to attend Pro-D (needed) inviting in member to classrooms**
* **Definitely not enough done in this area**
* **Working together as a family of schools to make cultural opportunities accessible to a larger audience**
 |
| 1. How do the students, families, and communities served by the district have input into the learning environment for their students?
* **Student perspectives – limited opportunities**
* **Surveys\***
* **Families and community – early stages, building relationships is ongoing, cyclical**
* **Idea: Aboriginal Student Council**
* **\*Improve communication**
* **The Ab room is the place to get info and ask questions**
* **There are role model posters but not all students notice them**
* **Personal reaching out by AbEd staff and other staff**
* **We think that many community members still have uncomfortable feelings about going into schools because of the history of residential schools**
 |
| 1. How are families and communities made to feel welcome and valued as part of the learning environment?
* **Concerns: home-visits by AbEd workers not well received.**
* **Focus can be negative**
* **Some parent not engaged in the learning of their child**
* **Shifting to the positive (shifting the norm) – phone calls home when something good has happened**
* **Identity fair – inviting parents in**
* **Drop-in day for parents**
* **Personal reaching out to families**
* **Bands are collaborating more to help staff connect by inviting NVSS to band office to meet community members**
* **AbEd Staff and their relationships with families helps with making them welcome (critically important)**
* **The Band Education lead also helps connect**
* **Parent-Teacher meetings, student led conferences**
* **A welcome event (with food) for all families**
* **Bannock Wednesdays at FSJ – best attendance**
 |
| 1. How are families informed about the curriculum, teaching practices and graduation requirements impacting their students?
* **We may not do a great job of this at the elementary level – report cards, newsletters**
* **Some teachers are using online portfolios that keep parents informed all of the time**
* **Grad requirements – starting in Grade 10 – mail out**
* **As soon as a student is at risk there are meeting with Band Education lead (Jason), Geraldine and families and school staff**
* **Jason had ind. Meetings with each student about their education and grad**
* **Schools offer career events**
* **Curriculum: newsletter, through teachers, parent-teacher conferences**
* **Teaching practices: same as above**
* **Graduation: 10-12 grad requirements, academic counsellors, admin/teacher, school meetings for parents - \*These are the least successful**
 |
| 1. Describe your district’s systematic practices for reviewing classroom and instructional practices (lesson plans, assessments, resources, etc.) for racial bias.
* **It is not systematic but the conversation are happening and new resources are helping us**
* **We have a local author now and many educators are looking to strong nations publishing**
* **No systematic review process**
* **Teaching autonomy**
* **Supervision for learning (admin)**
* **Response to concerns that come from students**
* **Q: What does racial bias look like?**
 |
| 1. Does the learning environment readily reflect the First People’s Principles of Learning?
* **Not reflected in some schools**
* **Teachers are more aware than other staff and students**
* **Area of need**
* **Idea: posters in every room**
* **This is the beginning. Many schools and teachers are starting to try to figure this out. They are asking for help.**
 |
| 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?
* **Some, yes**
* **There is a sense of respect and effort being put forth**
* **Some students feel that getting help and reaching out is difficult**
* **Some disrespect from students to peers, staff**
* **Not always a safe environment for all learners**
* **We are in a good place in our schools**
* **Schools are known to have welcomed knowledge holders into classrooms for a long time**
* **Things have and are changing for the better**
* **Most community members and students feel respected**
* **Community has a good relationship with the professionals and Ab learners have neem in the forefront of discussions with Principals**
* **Sometimes there is tensions between some faiths and Aboriginal cultural learning**
 |
| 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.
* **Locally transportations sometimes individual staff members sometimes provide rides**
* **Financial hardship is most always addressed and the barrier is removed when the school becomes aware of it for a student – school funds, reaching out to organizations**
* **Elementary – all extracurricular happens during school hours**
* **FNEC helps out with bussing when needed**
* **Hockey academy gives opportunity to those who don’t/aren’t able to join local hockey league, have during school hours, no transportation or travel required.**
* **Transportation is a barrier**
* **No, there is no process**
* **\*We are not sure**
* **No sure about communication between local programs (i.e. headstart and school district)**

**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**

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| 1. Is there practice and decision-making that demonstrates a value shift from equality to equity?
* **We don’t know**
* **There is an awareness and a shift towards embedding AW into all curriculum**
* **Part**
* **\*Early stages**
 |
| 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 – specific goal reading**
* **Graduation rates (to look at data)**
* **Schools use data to address issues in terms of academic success, reading, etc. FSA data, RAD data, numeracy data**
* **CUPE – re: access to Pro-D opportunities**
* **CUPE needs training as they work with most vulnerable learners**
* **At EDS yearly teacher plans for instructional need to address Aboriginal learner needs**
* **Jason – Leona is updating the IRPs for each nation**
* **District staff have been vocal about this and Principals are then supportive of initiatives and learning sessions for pro-D and for classroom opportunities**
* **Sometimes resources are purchased for schools (Strong Nations and others)**
 |
| 1. What opportunities for professional growth in equity and Indigenous education are available for district and school staff?
* **opportunities for teaching**
* **Staff – Pro-D, FNESC, Indspire, local collaboration**
* **Fewer opportunities for CUPE staff**
* **District Principal provides workshops**
* **District Inquiry Department has had this as a focus and is connected to NOII**
* **These are also connected to school plans and opportunities are sought**
* **If people ask the support staff (AbEd) and Dist Ab Principal and others will provide it**
* **Parents are not permitted to participate, but some would like to**
 |
| 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, there is evidence in all our schools**
* **Supports are in place to support success, assist with barriers**
* **Supports may not be in place for every learner**
* **Yes**
* **People are asking for new learning to support students**
* **If kids are at risk for success, adults meet to try to help – RTI Interventions**
* **Student survey about whether they have 2 adults in the building that believe in them.**
* **We should involve more outside agencies (NVCSS, CSFS)**
 |
| 1. Are there opportunities in place for developing skills and deepening understanding of Indigenous worldviews, perspectives and pedagogies?
* **Yes, there is a strong shift towards embedding AWP in curriculum K-12**
* **Opportunities happen throughout the year through cultural events, field trips, inquiry, class projects, and in every day learning in many classrooms and courses**
* **This shift away from a solely western approach to education is ongoing**
* **See previous page – see 19**
 |
| 1. Are issues of *implicit bias and racism* raised and addressed as possibly impacting the nature of instruction, assessment and learning for Indigenous learners?
* **Yes and we are still on the journey of learning how to do this**
* **Acknowledgement of territory regularly**
* **Teaching about residential schools is very prevalent and learners are starting to understand the history and racism**
* **Student – it is being addressed but there is bias still among students**
* **Jason – feels so fortunate that in or schools it is so positive**
* **I think the awareness for school staff to recognize bias is growing. When recognized, bias and implicit racism are addressed.**
* **Still a ways to go have a genuine and consistent integration of FFPL across classes and courses in our schools**
 |
| 1. Describe assessment practices being utilized in your district that address the individual needs of Indigenous learners.
* **FSA – looking at district data**
* **Student satisfaction survey looked at by school**
* **New introduction of First Peoples 10**
* **Looking at student success**
* **Monthly reports**
* **High expectation for all**
* **Still having difficulty on gathering data and current**
* **Grad rates being looked at**
* **Assessment of prior learning**
* **Making connections to self, family, culture, and traditions**
* **Formative assessment for learning**
* **Understanding that learning takes patience and time**
* **Formative assessment that embraces mindset and honors learning as a process**
* **Self-assessment involves the learner**
* **Assessment based on quality of work and depth of understanding, not on factors unrelated to learning. Summative learning.**
* **Honors to the most recent demonstration of learning not an average**
 |
| 1. Describe how assessment focuses on quality feedback for student learning rather than on behaviors, suspensions, penalties for lateness, assigning “zeros” etc.
* **Increasing formative assessment (not for marks, just feedback)**
* **Supports student to move forward and learn, make mistakes without penalty**
* **Providing opportunities for students to show their learning later if a student is absent. Honours what the student understands and is accurately reported when late marks or zeros are not assigned.**
* **Students get feedback**
* **Case managers helping to break down barriers**
* **Sharing data around struggles not always keeping Jason in loop of what’s working**
* **Not as much news on students doing well still a lot of focus on behavior**
* **Freshgrade has worked well on progress, whether negative or positive.**
* **Offering the study block for students.**
 |
| 1. Describe how assessment is systematically reviewed for racial bias.
* **Does not exist**
* **In some secondary courses, content has been reviewed to see if opportunities for connection are there for all learners of if instruction and assessment are exclusive in nature**
* **Very little systematic process to review assessment practices are in place**
 |
| 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?
* **Opportunities may be limited but include: parent-teacher conferences and communication, student-parent surveys, newsletters, updates on what is happening in the classroom**
* **Inviting community and families into class**
* **Parent-teacher interviews**
* **Freshgrade**
* **Email contact for parents**
* **Newsletters**
* **PAC**
* **Parent involvement, how driven are parents in their child’s education?**
* **SBTM**

**A rubric was scored at 2.5 by M. Boniface****In my independent answering of the questions and completing the rubric. I scored it at a 1.** |

**Learning Profile**

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| 1. Anecdotally, how would you describe the achievement profile for Indigenous learners and are student achievement results improving?
* **Cannot answer for all schools in our group**
* **Grad rates**
* **FSA – AbEd rates are higher than some in some areas Grade 4/7**
* **Alternate programs – are our Ab students getting what they need?**
* **Alternate program may also be a positive to being the only way to grad**
* **How are we doing report? (annual)**
 |
| 1. Are student learning trajectories toward graduation (6 year completion rate) considered by the classroom, school, and district on an annual basis?
* **Annual reports/grad rates data**
* **Grad requirements (Grade 10 – start inquiring)**
* **Grad transitions planning**
* **Working together with reps/ed directors**
* **At FNEC table/meetings**
* **Dist. Ab Principal (each ed director)**
* **LEA signed?**
 |
| 1. How do school improvement plans reflect equity and specific strategies to serve Indigenous learners individually and as a group?
* **Most school plans have specific goals related to one or more of: equity, literacy/numeracy, graduation rate, embedding FPPL for aboriginal learners**
* **By specifically focusing on an area that needs improvement (ex: literacy/numeracy)**
* **Attendance records (HSC) interventions in place (phone calls home etc.)**
 |
| 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, grad rates, attendance, suspensions, FSA, how are we doing reports, successes, role model posters, IEPs, SBTM**
* **Possibly in some schools**
* **Often Ministry, district, school data is considered**
* **Consideration given to specific needs, situations, and contexts that exist in the community**
 |
| 1. What happens when an Indigenous learner is not achieving a year’s worth of progress in a year’s worth of schooling?
* **Tracked – SBMT (interventions)**
* **Unfortunately passed on through to the next year, which is a problem with parents, bands reps, probably teachers**
* **Testing?**
* **Alternate programs?**
* **What is the reason (social?)**
* **Attendance?**
* **Report Cards throughout the year?**
* **Adaptations in the classroom**
* **SBT K-12**
* **Involves Parents, teachers, admin, counselors, sometimes student**
* **Secondary “I” package**
* **Teach approach, communication**
* **Comprehensive plan**
 |
| 1. What systems are in place for keeping track of achievement for Indigenous learners and how is the responsibility for responding understood?
* **SBT**
* **Reporting – informal/formal**

**Rubrics was scored at 3 from M. Boniface****In my independent answering of the questions and completing the rubric. I scored it at a 2.** |