

## Background:

In August 2021, School District No. 57 received a report based on the review completed by two Special Advisors assigned to the district, Kory Wilson and Catherine McGregor. This report identified challenges in the district in relation to systematic racism, a lack of system coherence, poor relations with First Nations and other Indigenous community partners, and low student learning results.

41 Recommendations were provided to support the district with addressing the challenges. Rod Allen, Kory Wilson and Catherine McGregor were assigned as the Special Advisors as per the Ministerial Order M0344, to support the Board of Education in addressing the recommendations.

### *Ministerial Order Section 3:*

*3(a)ii. drafting a strategic work plan, with concrete measurables, timelines and reporting points (the "Strategic Work Plan"), that details how the Board will:*

- 1. address the recommendations in the McGregor and Wilson Report;*
- 2. address the findings in the McGregor and Wilson Report regarding systemic racism in behaviours and practises within School District No. 57's school community;*
- 3. improve school district financial planning, including aligning finances with Board priorities;*
- 4. develop and implement strategies for rebuilding the relationship between the Board and local First Nations; and*
- 5. improve staffing resources;*

*iii. implementing the Strategic Work Plan;*

*(b) inspect and evaluate the Board's progress towards implementing the Strategic Work Plan; and*

*(c) to the extent deemed necessary by the special advisory committee, continue the work of the previous special advisory committee by inspecting and evaluating the board's governance practices, as described in section 3 (a) of Ministerial Order No. MO64 dated February 11, 2021.*

## Document Framework:

This document has been divided into seven sections in correlation to the Special Advisors recommendations. Recommendations 1-9 in the Provincial Government Recommendations are for the Minister and Ministry of Education to consider.

Within each sections, the contents have been divided into 4 subsections. Actions in the blue are for the Board of Education, actions in orange are for the District Staff, the green box is the priorities outlined by the Indigenous Education Leadership Table (IELT) and the measures for progress are in the yellow section including a link to the new [work-plan progress monitoring workbook](#). This work-plan is a living document and will be updated on a regular basis to reflect the work being done.

The plan was developed in collaboration with School District No. 57 staff and the Board of Education and sets the road map for addressing the recommendations in the Special Advisors Report. Links to existing complementary documents including the Five Year Strategic Plan and Directions, the two year Strategic Implementation Plan, the Framework for Enhancing Student Learning Annual Report, various policies both district and provincial and the How are We Doing Report?.

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The board's priorities as outlined in its preliminary implementation plan:

- Priority 1 - Relationships with First Nations and all members of the Indigenous community
- Priority 2 - Letter to the Minister of Education requesting immediate action on the nine Provincial Government Recommendations
- Priority 3 - Monitor, support and work with senior staff, partner groups, rights holders and all stakeholders on work in progress and are currently being addressed through engagement, the development of strategies, and policies.
- Priority 4 - Board Standing Committees identify recommendations that align with committee roles and responsibilities, develop a plan and report to the board.
- Priority 5 - Review and make transparent policies for how administrators, directors, school principals and vice principals are assigned and transferred.

**Provincial Government Recommendations:**

- **Board Priority 2: Letter to the Minister of Education requesting immediate action on the nine Provincial Government Recommendations**

**Board Action:**

- *The Board made a recommendation at its public meeting on October 26, 2021 to request the government take immediate action on the nine provincial government recommendations.*

1. That the Ministry of Education develop a policy framework that requires all school boards to create mechanisms that give First Peoples voice and authentic engagement in decision making processes for Indigenous learners, i.e. Indigenous Trustees
2. That the Ministry of Education develop an implementation plan for enacting the principles of DRIPA in school districts, co-developed with First Peoples and other educational stakeholders.
3. That the Ministry of Education authorize an “In Plain Sight” report on education, led by an external advisor that acknowledges the nature of systemic racism and considers solutions and ways forward.
4. That the Ministry of Education consider ways in which districts can be required to report on their progress in implementing DRIPA as a part of annual reporting
5. That the Ministry of Education consider convening a meeting with educational stakeholders and rights holders focused on best practices in communication and relationship building with First Peoples
6. That the Ministry of Education create a senior mentor ‘team’ that can be mobilized across BC to assist and advise SD 57 around best practices in team building, professional learning, Indigenous education, equity scanning, relationship building etc.
7. That the Ministry of Education work with Boards to ensure that reporting on graduation rates more clearly identify 5 and 6 year completion rates in all categories (Dogwood, Adult Dogwood & Evergreen).
8. That the Ministry and the District maximise and effectively use existing tools to ensure ongoing and regular tracking of Indigenous students throughout the year.
9. That the Ministry of Education pilot its new Reconciliation Training program in SD 57.

**IELT Priority**

McLeod Lake Indian Band and Lheidli T’enneh First Nations request two indigenous trustee seats be created; one for MLIB and one for LTFN Representatives and title holders (SAR 1, DRIPA 1.13)

**IELT Priority**

MLIB and LTFN would like the Indigenous Education Leadership Table to co-develop an implementation plan in conjunction with the Ministry of Education enacting the principles of DRIPA in school Districts. (SAR2)

**IELT Priority**

MLIB and LTFN strongly agree with the need for an “In Plain Sight” report on Education. The Nations feel that the Special Advisors Report on Education. The Nations feel that the Special Advisors Report is just the beginning in identifying systemic racism with SD57. Both Nations would like to have input on the Provincial and local curriculum learning resources review and teaching practices. (SAR 3)

## Governance

- **Board Priority 3 – Monitor, support and work with senior staff, partner groups, rights holders and all stakeholders on work in progress and are currently being addressed through engagement, the development of strategies and policies.**

- *The board will address recommendations that are currently in progress. This priority covers board, district and administration work included in recommendations 10, 11, 25-33*

- 10. That the Board of Education review and implement an equity lens that will be used to review all policy and procedure practices.**

### **Board Action:**

### **Timeline**

The board will develop an equity lens to be used to review all policy and procedure practices. This needs to be incorporated into the board's policy 8310 on policy and policy development draft policy 10 and AP 120 and AP 121 administrative procedure review and development. Address draft Policy 1 Foundational statements inclusion of equity, diversity inclusion etc. (September 2022, need to involve IELT)	September 2022
The board will support the development of a separate indigenous anti-racism policy co-constructed by the Director of Instruction- Indigenous Education, Rightsholders and Land and Title holders. (in development for implementation September 2022)	September 2022
Create new policies through working groups to co-construct with Rightholders/Stakeholders and community experts as needed. (present and ongoing)	Ongoing
Utilize the Choice Management Committee structure to review choice programs with an equity lens. (currently reviewing Spruceland Traditional School and will be ongoing for other schools)	Ongoing

- 11. That the Board of Education create a series of policies that considers:**

- a) mandatory participation in anti-oppressive, cultural safety & Indigenous competency training
- b) revises the policy for parental appeals
- c) amends its policy on policy development (8310) to ensure that: diversity, equity, justice and inclusion are principles which guide trustee and staff roles, and ensures DRIPA principles are met.
- d) district wide professional learning plans for all teachers and staff, and mandatory professional learning plans for senior leaders and school principals
- e) more frequent evaluation and accountability mechanisms for annual assessment/or performance reviews for excluded staff, including the Superintendent.
- f) policy requiring regular reporting on student success, including an annual report on Indigenous student learning and Indigenous education that will be made publicly available
- g) consider how the use of technology can provide enhanced support services to rural parts of the district
- h) review and make transparent polices for how school principals and vice principals are assigned and transferred
- i) provide a policy framework for schools as to how Indigenous students are accommodated to participate in cultural, seasonal and community activity

- The board will monitor, support and work with senior staff, partner groups, Rightsholder's and all stakeholders on recommendations that are currently being developed through a process of engagement and development of policies, and Strategies. Utilizing the [Spectrum of Community Engagement to Ownership Framework](#).

a) Mandatory participation in anti-oppressive, cultural safety & Indigenous competency training.

**Board Action:**

- The board's committee on Policy and Governance is currently developing a district administrative procedure AP Anti-Discrimination and Human Rights with ongoing input from all members of the committee: senior staff, representatives from First nations, PGDTA, CUPE. Indigenous Education Advisory Committee, P & VP Association, DSAC and DPAC. **The board/district is developing a separate Indigenous Anti-racism policy.** (implement September 2022)**New policies and Aps are out for consultation**
  - As part of the proposed Policy and Administrative Procedure there is an expectation that mandatory training occurs annually (begin September 2022)

*4.1 In-service sessions will be required annually to district employees to raise awareness and equip them with the skills necessary to relate sensitively to people of different racial and ethnic backgrounds. In-service programs shall include the topics of anti-racism, intercultural issues, human rights, and valuing diversity.*
  - As part of the [Strategic Plan Year 1 and 2 Implementation](#) plan and draft AP there is an expectation that our onboarding process includes training to ensure our new employees understand the local First Nations context. (current and ongoing, will use resources from the local First Nations)

b) Revises the policy for parental appeals.

- The board is currently working with the DPAC and Stakeholders/Rightsholders to address the board's appeal bylaw and process. The board and DPAC met on Oct. 18 to begin discussion. Review [Bylaw 4 Appeals](#) and Draft Policy 13, Draft AP 152 Complaint resolution process, Draft AP Office of the Ombudsman Referral (implement September 2022)- **Draft is out for Consultation**

c) Amends its policy on policy development (8310) to ensure that: diversity, equity, justice and inclusion are principles which guide trustee and staff roles, and ensures DRIPA principles are met.

- Begin this recommendation discussion at the Policy and Governance Committee. [Policy 8310, Draft Policy 10 Policy making, AP 120 and AP 121](#) (Begin September 2022, need to involve IELT)- **completed and out for consultation**

d) District wide professional learning plans for all teachers and staff, and mandatory professional learning plans for senior leaders and school principals.

- Collective Agreement implications for teachers and CUPE staff. Discussion needed with senior leaders and school principals re: district wide professional learning plans. (Implement for September 2022)
- Support Staff in ensuring Professional Learning Plans for all BC Teaching Certificate holders (Senior Leaders, Teachers and PVPs) include specific goals in relation to Standard #9 (current practise for PVPs and Senior Staff, implementation for teachers in September 2022)

*Educators respect and value the history of First Nations, Inuit and Metis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing, Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Metis*

e) More frequent evaluation and accountability mechanisms for annual assessment/or performance reviews for excluded staff, including the Superintendent.

- Review Policies [Role of the Board](#) and [Role of the Superintendent](#) (complete as part of Policy revision work) **completed revisions, out for consultation**
- Annual Personal and Professional Growth Plans will be expected for Senior Staff, and Principals and Vice Principals. (current practise and ongoing)
- Evaluations will be completed with all PVPs within their first 3 years of their contract. (currently co-developing with PVPs for September 2022 implementation)
- Annual Performance Reviews will be completed for Exempt Staff. (current and ongoing)

f) Policy requiring regular reporting on student success, including an annual report on Indigenous student learning and Indigenous education that will be made publicly available.

- The board through the Policy and Governance committee, will review Administrative Procedures and policies on Student Promotion, Student Learning and Reporting. (complete as part of Policy revision work)
- Review Draft Administrative Procedure 360 School Completion Evergreen Certificates. (complete as part of Policy revision work)
- January Board meeting will include a review of How Are We Doing Report? Annually and published on the School District Website (current and ongoing)
- Regular Board meeting will include Indigenous Education outcomes (current and ongoing)

g) Consider how the use of technology can provide enhanced support services to rural parts of the district.

- The DTAC (District Technology Advisory Committee) will incorporate Rural Tech needs as part of the regular agenda, will include specific goals to the Strategic Plan- Operational plan for Technology. (under development for implementation 2022)

h) Review and make transparent policies for how principals and vice principals are assigned and transferred

- Review AP 400, Policy 4111 Recruitment and Selection, AP 431, AP 451 4112.5 Administrative Appointments Policy 15 Recruitment and Selection of Personnel with PVP through “Guiding Principals” annually and ensure all current and new employees know the process (ongoing)

i) provide a policy framework for schools as to how Indigenous students are accommodated to participate in cultural, seasonal and community activity.

- Look to other districts (Cowichan Valley AP 202) for examples
- To address equity, look at a variety of policies specifically- 3541 Student Transportation Home and School (as part of school Indigenous Education Plans)
- Work with staff to review program options and utilize IIMS system to monitor and track what students are accessing the programs (currently implemented).

**12. That an Indigenous Assistant Superintendent position be created in the district.**

**Board Action:**

- Review the District Organization Chart
- **Completed March 2022**

**IELT Priority**

In consultation with the IELT we feel an Indigenous Assistant Superintendent position be created within SD57, as well as a continuation of the Indigenous Education Director position (who continues to oversee the Indigenous Education Department). Moving Forward we will continue to have Indigenous representation in the above two SD57 Leadership positions. (SAR 12)

**Measures of Progress (Governance)**

- Work-plan progress monitoring workbook (New), to ensure timelines are met and inform next steps
- New Policies and Administrative Procedures are fully implemented with an Equity, Diversity and Inclusion lens. These are reviewed on an annual basis
- Strategic Plan –Implementation and Operational Plans are completed and part [of Continuous Improvement Cycle](#)

**District Leadership and Culture:**

**13. That an ombudsperson be hired to receive confidential reports from members of the educational community or staff who have concerns they wish to report**

**Board Action:**

- See *Draft AP 395 Office of the Ombudsperson Referral*, (current Draft for review)
- Ensure the information for reports to Ombudsperson are shared broadly with staff, students, parents and community on website and as part of Revised Bylaw 4- Appeals (March 2022)
- Support the work to develop Confidential Reporting- Whistleblower policy (currently under development )

**14. That student centered learning, assessment practices and data analysis be considered as components of district’s professional learning plan (as outlined in recommendation above)**

**Board Action:**

- Ensure District Operational Plans, Strategic Plan, and School Plans are in alignment with the [Framework for Enhancing Student Learning Policy](#) (ongoing)
- As part of Superintendent Annual Evaluation, look for evidence of this work (2022/23 School year and ongoing)

**District Staff Action:**

- Review of district assessment collections, increase district and classroom based assessments in alignment with [Framework for Enhancing Student Learning Policy](#) (current and ongoing)
  - District staff will offer professional learning to support using the assessment to inform student learning plans and teacher instruction (current and ongoing)
- Work with schools to develop Learning Profiles for all Indigenous students- we have started with First Nations on reserve students. The evidence tells the learning journey (current and ongoing)
  - Grad Coaches will develop learning profiles for all indigenous students- use Equity Tool from Ministry of Education, Student Permanent Record Cards to review historical and current marks (focus on literacy and numeracy to complete) (current and ongoing)
  - Use this information to build intervention plans for students at risk of not being successful. (current and ongoing)
- Build capacity of school leaders and teachers through Sandra Herbst Learning Series on assessment practices (collecting evidence of learning through communication, observation and product) (current for the 2021/22 school year and ongoing next year)
  - Continue to look at alternate ways of collecting evidence of learning- using researched effective practices
- Utilizing IIMS and other assessment data, to develop learning support plans (Currently implemented)

**15. All decisions around the movement of principals, vice-principals, directors and teachers be fully documented, transparent following a consistent, transparent, and clear procedure and process****Board Action:**

- The Board will work with senior staff on each of the recommendations 11(h) and 15 that address movement of principals, directors and teachers (ongoing)
- As part of Superintendent Annual Evaluation, look for evidence of this work (2022/23 School year and ongoing)

**District Staff Actions:**

- Use the criteria developed with the PGPVPA executive for PVP placements (Draft AP 431) (Currently implemented and ongoing)
  - Continue to look at the hiring process and practises to ensure inclusivity
  - Ensure all PVPs know and understand the process and timelines (Currently implemented and ongoing)
  - Continue to utilize the expertise of directors, not just senior administration for decisions about PVPs moves (Currently implemented and ongoing)
- Developed a streamline process for hiring retired teachers back to TTOC (Currently implemented)
- Clear role descriptions have been developed for directors and senior staff (Currently implemented)
- Continue to ensure all hiring is done in teams (Currently implemented)
- Continued to review Human Resource practices when working with the unions and the Collective Agreements (Currently implemented)

16. That the District graduation reports are specific on those students with regular Dogwoods and those without.

**Board Action**

- The board through the Policy and Governance committee will review administrative procedures and policies on Student Promotion, Student Learning and Reporting. (current Draft for review)
- Ensure that the Graduation information for the school district within the annual [Framework for Enhancing Student Learning Report](#) to the Ministry of Education reports out students with a Regular Dogwood and without. (June 2022 and ongoing)
- Request an annual report on the [How Are We Doing Report?](#) at the regular public board meeting. (current and ongoing)
- As part of Superintendent Annual Evaluation, look for evidence of this work (2022/23 School year and ongoing)

**District Staff Action:**

- Presentation at June Board Meeting on 6 year and 5 year graduation rates (current and ongoing)
- Utilize the Ministry data to extract those with 5 year, 6 year Dogwoods, Adult Dogwoods and Evergreen Certificates and include in the annual [Framework for Enhancing Student Learning Report](#) to the Ministry of Education. (June 2022 and ongoing)
- Make public the criteria for Dogwoods and Evergreen Certificates- be transparent and create better communication tools for students and families (January 2022 and ongoing)
- Use the data from the [How Are We Doing Report?](#) and present at [January and June Public Board Meeting](#). (January 2022 and ongoing)
- Schools will include school based data in the Schools Annual Report on Progress required in June. (June 2022 and ongoing)

**Measures of Progress (District Leadership and Culture)**

- Ombudsperson information is clearly identified for the community within schools and the district
- Hiring information is clearly known and follows the agreed upon terms in the Collective Agreements and Contracts
- Timely achievement information is shared with the Board of Education and the public
- Information regarding graduation is communicated effectively to students and parents through a variety of methods
- Data as Evidence in the Strategic Implementation Plan, School Plans and the Framework for Enhanced Student Learning annual report
- [Work-plan progress monitoring](#) workbook (New), to ensure timelines are met and inform next steps

## Governance/Shared Relationships with First Peoples

- **Board Priority 1 – Relationships with First Nations and all members of the Indigenous community:**  
*The board's priority of addressing our relationship with First Nations and all members of the indigenous community includes priorities in; recommendations 17,18 and 19 - governance/shared relationships with first peoples, recommendations 20,21,22 and 23 - relationships with indigenous people, and recommendations 34,35 and 35 - Indigenous education as priority.*

**17. That there is a clear process for consistent consultation with First Peoples and process for authentic input and influence.**

**Board Action:**

- The board will begin this priority by focusing on recommendation 22. “That the Board, Board staff and First Nations work together develop stronger relationships and identify opportunities to meet in person, attend events and work together on initiatives that will benefit all.” (current and ongoing)
- Follow-up on the co-planning began in August with Lheidli T’enneh on district wide involvement for June 21<sup>st</sup> 2022 National Indigenous Peoples Day (April 2022)-**completed**
- The board will reach out to Lheidli T’enneh, McLeod Lake Indian Band and the broader indigenous community to open the door for opportunities to meet and work together. (January 2022 and ongoing)
- The Board will work with the newly formed Indigenous Education Leadership Table (IELT) to create systems for improved results for Indigenous Learners (February 2022 and ongoing)
- As part of Superintendent Annual Evaluation, look for evidence of this work (2022/23 School year and ongoing)
- Create a clear process for First Nations to provide input into the annual budget process. (2022/23 budget and ongoing)
- Utilize the Engagement Framework [Spectrum of Community Engagement to Ownership Framework](#) to ensure meaningful engagement and consultation

**IELT Priority**

To ensure a broader inclusive consultation with all stakeholders within SD57 the Indigenous Education Leadership Table (IELT) has been created by MLIB and LTFN, as land rights and title holders, to replace the Indigenous Education Advisory committee. This table consists of elected council from both Nations as well as employees within their Education Departments. The IELT shall be included in SD 57’s overall Indigenous Education Plan (SAR 17, 19, 36 38)

**District Staff Action:**

- Regular weekly meetings with Lheidli T’enneh and McLeod Lake Education staff to review student achievement, progress on this work-plan, Strategic Implementation Plan as part of the [continuous improvement cycle](#) , school Indigenous Education Plans and other matters. (current and ongoing)
- Develop a pathway at schools for communication for families to participate in authentic consultation (September 2022 and ongoing)
- LEA meetings will be to listen to expectations of Nations, share student information and build plans for student success. Ownership is to include schools (current and ongoing)
- Continued inclusion on district committee using the Engagement Framework [Spectrum of Community Engagement to Ownership Framework](#) to ensure meaningful engagement and consultation (September 2022 and ongoing)
- Develop a more inclusive environment for authentic input for school based issues, initiative and concerns
  - Schools need to develop engagement plans for First Peoples’ input into school growth plans (September 2021 and ongoing)
  - Senior Team will be monitoring and looking for evidence of consultation in the School Plans and School Annual Report on Progress (current and ongoing)

**18. That all Indigenous students are monitored and tracked to ensure timely and effective support.**

**Board Action:**

- The board will continue to actively monitor, support and work with district staff on the ongoing work regarding this recommendation. (current and ongoing)
- Request an annual report on the [How Are We Doing Report?](#) at the regular public board meeting. (current and ongoing)
- As part of Superintendent Annual Evaluation, look for evidence of this work (2022/23 School year and ongoing)
- As part of the budget process will look at supports in schools to ensure this work is happening (2022/23 budget and ongoing)

**IELT Priority**

The Nations support the implementation of the Indigenous Information Management system (IMS) and request the Indigenous Education Department have full access to (IMS). The Superintendent will provide the IELT quarterly reports on the progress of our members and all indigenous students in SD57. These reports will inform the individual progress plans for all Indigenous students. (SAR 18,24, 29,31)

**District Staff Action:**

- Office of the Superintendent, Directors all have data tracking information for Indigenous Learners. (current and ongoing)
  - Shared with Nations (FIPPA compliant)
  - Shared with schools –schools need to know their learners
  - Ongoing conversations with schools and nations regarding learning
  - Regular tracking of who has graduation requirements beginning in Grade 10 – monitored by Grad Coach and Principal
- Continue to develop profiles of learners collecting more evidence as it becomes available (current and ongoing)
- Implementation of IMS (current and ongoing)
- Implementation of support teams to include Grad Coach, School Counsellor, IEW, Principal and Career Coordinator (2022/23 School year and ongoing)
- Assessment for Indigenous learners are a priority, additional resource teacher has been hired for this work (current and ongoing).

**19. That the Indigenous Education Advisory Committee be empowered as a decision-making partner with SD57. This means they move beyond just being advisors – perhaps called Indigenous Education Partners Committee. Members would include, though not limited to the Rights holders, MCFD, Northern Health, Métis, Takla First Nations, Carrier Sekani Family Services, Native Friendship Centre, appointed parents, UNBC and CNC**

**Board Action:**

- The board will review committee structures with the IELT and broader Indigenous community to build structures that meet the needs of the district and community utilizing the Engagement Framework: [Spectrum of Community Engagement to Ownership Framework](#) (April 2022)
- The board will review and revise [Policy 1230 Indigenous Education](#) and [Bylaw 1](#) (September 2022)
- The board will continue to actively monitor, support and work with district staff on the ongoing work regarding this recommendation. (current and ongoing)

**IELT Priority**

To ensure a broader inclusive consultation with all stakeholders within SD57 the Indigenous Education Leadership Table (IELT) has been created by MLIB and LTFN, as land rights and title holders, to replace the Indigenous Education Advisory committee. This table consists of elected council from both Nations as well as employees within their Education Departments. The IELT shall be included in SD 57's overall Indigenous Education Plan (SAR 17, 19, 36 38)

**District Staff Action:**

- Support the board to review committee structures with the IELT and broader Indigenous community to build structures that meet the needs of the district and community utilizing the Engagement Framework: [Spectrum of Community Engagement to Ownership Framework](#) (April 2022)
- Continue to establish process for authentic, meaningful input into decisions at the IEAC (budget, programs etc.) community utilizing the Engagement Framework: [Spectrum of Community Engagement to Ownership Framework](#) (April 2022)
- Support the Indigenous Education Department regarding a pathway for Education Partners to be included in committees (Sept 2021 and ongoing)
- Based on the consultation work with the IELT and Indigenous communities, inclusion of representatives from the First Nations, Indigenous partners and broader Indigenous community on all standing committees and focus groups (ongoing) in addition to rights holders (September 2022 and ongoing)
- Invitations to Indigenous partners to Strategic Plan review sessions to create a community systems approach to supporting the success of Indigenous learners (Oct 2021 ongoing)
- Continue monthly meetings with the First Nations, District, CNC, UNBC (current and ongoing)
- Continue to include Indigenous Education Partners into all engagement sessions using strategies that encourage participation (sharing circles, going out to community) (current and ongoing)

**Measures of Progress** (Governance/Shared Relationships with First Peoples Sustainability Actions)

- [Work-plan progress monitoring workbook](#) (New), to ensure timelines are met and inform next steps
- Revised [Policy 1230](#) and [Bylaw 1](#) is implemented and reviewed on an annual basis
- Evidenced in district [Framework for Enhancing Student Learning Report](#) and Schools Annual Report on Progress have evidence of meaningful consultation.

## Relationships with Indigenous People

**20. That there is restorative dialogue that leads to a healing ceremony. This must meaningful and authentic with a clear path forward**

**Board Action:**

- This is a board and district priority
- The board will reach out to Lheidli T’enneh, McLeod Lake Indian Band and the broader indigenous community to open the door for opportunities to meet and work together. (current and ongoing)
- The board will support the work of the IELT in this important work taking their lead to ensure cultural respect is upheld (current and ongoing)

**IELT Priority**

In the spirit of Truth and Reconciliation, the IELT will hold a Balhats which will provide the opportunity for SD57 to take ownership and responsibility addressing the failed relationship between the District and Nations. (SAR 20)

**District Staff Action:**

- This is a priority. We understand the significance of this work to move forward and will continue to follow the lead of the First Nations, Indigenous Assistant Superintendent and Director of Instruction for Indigenous Education. (current and ongoing)

**21. That there are ongoing, consistent traditional land and territory acknowledgement, culture days, storytelling with elders, traditional food choices in schools**

**Board Action:**

- The board will continue to model, participate and support this recommendation. We are working towards a deeper understanding and awareness of the importance of this recommendation.
- We are learning to the use of First Peoples language in our communications (oral and written)
- Ensure through the budget process this work is supported
- Look for strategies and actions in the [Strategic Implementation Plan](#) and [School Plans for Success](#)
- As part of Superintendent Annual Evaluation, look for evidence of this work (2022/23 School year and ongoing)

**IELT Priority**

MLIB and LTFN would like to implement ongoing, consistent traditional land and territory acknowledgement including: Land-based learning, Sekani Tales with Tse'Khene Elders; Traditional food choices. We would like to have the students involved in the harvest tradition foods. (SAR 21)

**District Staff Action:**

- Continue intentional modelling by Senior Team (current and ongoing)
- We are increasing the use of First Peoples language in our communications (oral and written) (current and ongoing)
  - Senior staff will support all leaders introducing themselves in the local First Nations language
  - As outlined in the [Strategic Implementation Plan](#) identify and use more Elders and Knowledge Holders who can support this work
- An explicit mention of the importance of this work at all PVP meetings, and weekly bulletins (current and ongoing)
- Include the First Nations and Indigenous Community partners in the work of developing cultural days in schools (September 2022 and ongoing)
  - Support Indigenous Education Workers (IEW) as this work belongs to everyone.
- Support schools in developing more cultural opportunities throughout the day as evidenced in their [School Plans](#) and School Annual Report on Progress (September 2022 and ongoing)
- Work at Nusdeh Yoh to utilize the circle room for the purpose in which it was designed and created as a model for other schools to follow. (September 2022 and ongoing)
- Continue the practise of cultural environmental scans of the school's physical space each school year (September 2021 and ongoing)
  - Look to Elders and Knowledge Holders to support school leaders this work in our schools

**22. That the Board, Board staff and First Nations work together, develop stronger relationships and identify opportunities where they can meet in person, attend events and work together on initiatives that will benefit the District and ultimately all students**

**Board Action:**

- The Board will make this a top priority and will attend events and work together on initiatives for the benefit of all students. (current and ongoing)
- This can be accomplished through following the values of the [Five Year Strategic Plan](#) , **Community, Transparency, Integrity, Respect, Inclusion, Equity**- and show respect for the guiding principles of the IELT "Nothing about us, without us" . (current and ongoing)

**IELT Priority**

MLIB and LTFN along with the Board and Board staff, work together to develop stronger relationships and identify opportunities where they can meet in person, attend events and work together on initiatives that will benefit district learners. (SAR 22)

#### District Staff Action:

- Participate in co-planning of events and initiatives as required and requested (Indigenous Peoples Day in the park, feasts, Pithouse business, student celebrations) . (current and ongoing)
- Work on increasing the number of structures for land based learning (smokehouse, Pithouse etc.) (current and ongoing)
- Ensure projects are developed with inclusion of First Peoples and Indigenous community partners (current and ongoing)
  - Need to also ensure we have included facilities department and unions (collective agreement language regarding work jurisdiction)

**23. That an annual independent survey of First Nations and Indigenous Education Partners be initiated to assess their satisfaction with the relationship; results can be used to improve processes and procedures.**

#### Board Action:

- This needs to be developed by staff in collaboration with First Nations and Indigenous community partners (April 2022 and ongoing)
- Request a report in June at the public board meeting summarizing the findings of the survey (June 2022 and ongoing)
  - Share the results through a published document on the district website
  - Ensure this data is included in the [Framework for Enhancing Student Learning Annual Report](#)
- As part of Superintendent Annual Evaluation, look for evidence of this work (2022/23 School year and ongoing)

#### IELT Priority

An annual independent survey of First Nations and Indigenous Education Partners should be done at the end of each school year to assess the MLIB and LTFN satisfaction with the SD57 relationship. (SAR 23)

#### District Staff Action:

- This work will be done in collaboration the IEAC and IELT (April 2022 and ongoing)
- Survey will be sent to families in May of each year, results will be shared with schools, public, local First Nations (May 2022 and ongoing)
- This data will be used to inform adjustments to the [Strategic Implementation Plan](#) (June 2022 and ongoing)
- Continue to reach out to the broader Indigenous community through information sessions in the community and at schools. (current and ongoing)

#### Measures of Progress (Relationship with Indigenous People)

- [Work-plan progress monitoring workbook](#) (New), to ensure timelines are met and inform next steps
- Evidenced in district [Framework for Enhancing Student Learning Report](#) and Schools Annual Report on Progress have evidence of meaningful consultation and inclusion
- Annual Report of survey is publish and reported on at June meeting as part of [Framework for Enhancing Student Learning Report](#)
- Local culture is evidenced in all district buildings with an increase of Elders and Knowledge Holders
- Indigenous families report an increase in positive school experiences
- A Balhats is held and truths are shared with a commitment to moving forward

## Student Learning/Student Success

- **Board Priority 3 - Monitor, support and work with senior staff, partner groups, rights holders and all stakeholders on work in progress that align with the report's recommendations and are currently being addressed through engagement, the development of strategies and policies. Priority 3 covers the following recommendations regarding student learning and student success that are currently in progress (recommendations 24 to 36)**

**24. That the senior leadership team review models for assessing Indigenous student learning data and developing Indigenous student learning plans and make recommendations for implementation at the school and district level.**

### Board Action:

- The board will continue to actively monitor, support and work with district staff on the ongoing work regarding this recommendation.
- As part of Superintendent Annual Evaluation, look for evidence of this work (2022/23 School year and ongoing)
- Look for alignment for this recommendation through the budget process and [Framework for Enhancing Student Learning continuous improvement cycle](#) (2022/23 School year and ongoing)
- Continue to support the use of IIMS to monitor student learning (current and ongoing)

### IELT Priority

The Nations support the implementation of the Indigenous Information Management system (IMS) and request the Indigenous Education Department have full access to (IMS). The Superintendent will provide the IELT quarterly reports on the progress of our members and all indigenous students in SD57. These reports will inform the individual progress plans for all Indigenous students. (SAR 18,24,29,31)

### District Action:

- Ensure through the budget process that teachers specific for this work have been added to work directly with schools to assess and to support the implementation of the plans (2022/23 School year and ongoing)
- Increased academic focus on course completion and success in literacy and numeracy have been established (current and ongoing)
- The Superintendent will provide the IELT quarterly reports on the progress of their students and all indigenous students in SD57. (2022/23 School year and ongoing)
  - These reports will inform the individual progress plans for all Indigenous students
  - The support for students in schools needs to be reviewed to ensure we are meeting the individual needs of students.
- Work with secondary principals needs to continue to support differentiation of instruction to meet the needs of students and increase participation in senior level science and math courses (current and ongoing)
  - Sandra Herbst project
- Work with First Nations Center at UNBC and CNC to build relationships before graduation (current and ongoing)
- Continue the work of the Director of Instruction for Inclusive Education and team with First Nations to develop strategies and accessible language for assessing indigenous learners and assisting schools with implementation of the strategies. (current and ongoing)
  - Language has shifted to maximizing equity and learning for the students. This work started in the 2020-21 school year and has continued to developed. (current and ongoing)
- The senior team is developing "Graduation Pathway for Success" for students to be utilized in conjunction with My Blueprint as outline in the [Strategic Implementation Plan](#) (2022/23 School year and ongoing)
  - Review Equity Scan data to develop professional development plan

**25. That any and all programming which systematically limits students from full day, regular classroom school placements be immediately identified & reviewed for systemic biases**

**Board Action:**

- The board will continue to actively monitor and work with district staff on the ongoing work regarding this recommendation. (current and ongoing)
- The board will explore a variety of ways to monitor this work and report on progress which includes a regular report on how many students are attending school on a modified schedule (current and ongoing)
- As part of Superintendent Annual Evaluation, look for evidence of this work (2022/23 School year and ongoing)

**District Staff Action:**

- Draft AP was utilized to systematically change the process for student programming should a full day be challenging. This work was done with the inclusion of parents and is ongoing. (current and ongoing)
- Ensure appropriate supports are provided to students who may need additional intervention to be successful at school (current and ongoing)

**26. That the senior leadership team develop an action plan and strategy that will focus on decolonization, indigenization, and anti-racism among leaders, teachers and students, with an annual report to the Board of trustees.**

**Board Action:**

- The board will participate in, support and work with district staff on the ongoing work regarding this recommendation, for example: (current and ongoing)
  - Kevin Lamoureux – Deconstructing Otherness Series
  - Dustin Louie – Decolonizing and Indigenizing
- Through the budget process support DSAC in the implementation of its anti-racism project (current and ongoing)
- Develop a revised anti-racism policy and accompanying AP's (See Vancouver School Board Policy 21, Anti-racism and Non-Discrimination; AP 170 Anti-racism and Non Discrimination; AP 170 Appendix A – Anti-racism and Non-discrimination Response Plan for Administrators; AP 171, Racial, Ethno-Cultural and/or Religious Harassment) (Implementation Sept. 2022) **completed**
  - Includes mandatory annual training
- Develop a stand alone Anti-Indigenous Racism Policy (Implementation Sept. 2022) **completed**
- Request an annual report at the public board meeting on the work of the district to create safe, inclusive learning environments for all students, staff and families (2022/23 School year and ongoing)
- As part of Superintendent Annual Evaluation, look for evidence of this work (2022/23 School year and ongoing)

**District Staff Plan:**

- Policy and AP are being developed and reviewed through a collaborative process with Stakeholders and Rightsholders. (Implementation Sept. 2022)
  - This includes annual training
  - Systematic reporting mechanisms in the Administrative Procedures
- Continue to require all staff to do a deep dive into examining the spaces we work, the resources we use and the systems we have with a focus on decolonizing. (current and ongoing)
- Principals will report to the Senior Team what looks different in schools. (current and ongoing)
  - Look for committees being formed in schools with knowledge holders and Elders.

- Direct conversations with schools are occurring regarding a lack of evidence of this work in their schools.
- Through the budget process these schools are being support by the Senior Team
- [Strategic Implementation Plan](#) has identified that all schools will have an EDIB (Equity, Diversity, Inclusion and Belonging) team to support this work (2022/23 School year and ongoing)
- Focus in the [Strategic Implementation Plan](#) on decolonizing and Indigenizing is embedded throughout the district. (current and ongoing)
- Operational plans include the Facilities department ensures language is in the school (room signs, welcome signs etc.) and staff are committed to improving our learning spaces to be more culturally inclusive (current and ongoing)
- Support DSAC with their anti-racism projects (current and ongoing)
- Develop criteria for annual report to Board of Education as required work (2022/23 School year and ongoing)
- More professional learning is required for all staff- need to this work along side First Nations and Indigenous community partners (current and ongoing)
- All professional growth plans will incorporate a Truth and Reconciliation goal in alignment with Standard #9 as per the [Professional Standards for BC Educators](#)(2022/23 School year and ongoing)

**27. That the senior leadership team work with Indigenous communities and rightsholders to ensure there is successful social, emotional and academic transitioning for students leaving community**

\* community is in relation to students moving to SD57 from their community for school

**Board Action:**

- The board will continue to actively monitor, support and work with district staff on the ongoing work regarding this recommendation. (current and ongoing)
- As part of Superintendent Annual Evaluation, look for evidence of this work (2022/23 School year and ongoing)
- Through the budget process ensure staff are provided and utilized for this work (2022/23 School year and ongoing)

**District Staff Action:**

- The [Strategic Implementation Plan](#) and [Framework for Enhancing Student Learning](#) Report identified transitions a challenge for our learners. We have a specific strategy that focusses on the transition into school, from grade to grade, elementary to secondary and out of our school to post-secondary (current and ongoing)
  - We have identified that communication with parents, students and community is essential in this work and we need to improve
  - Support the use of Graduation Pathways document for Indigenous Students throughout their secondary years
- Work with First Nations to ensure our students are connected to community throughout their school years and beyond (current and ongoing)
- All students will have access My Blueprint for Students in Grade 7 to utilize the tool to begin their pathway towards graduation and beyond before entering high school. This along with IMS will help us with the transition to secondary school. We heard from the First Nations that we wait too late in high school to begin this work. (current and ongoing)
  - Support students in the completion of their Graduation Blueprinting through My Blueprint.
- Monthly meetings with Senior Staff, First Nations and Post Secondary schools continue (current and ongoing)
- A district career coordinator will be provided to support students on a pathway to work after graduation from high school. This will include work experience. (2022/23 School year and ongoing)

**28. That the district build on its engagement with students and create more opportunities for student voice and participation in district and school decisions**

**Board Action:**

- In consultation with Students, Rightsholders and Stakeholders begin the work on developing a board policy on Student Voice and Agency (2022/23 School year and ongoing)
- Through the Budget Process and [Continuous Improvement Cycle](#) create more opportunities for student voice (2022/23 School year and ongoing)
- Review and revise the boards [District Student Advisory Council](#) policy 5133.2 to address diversity, and create more opportunities for engagement and student voice in school and district decisions (2022/23 School year and ongoing)
- Consider the inclusion of a student trustee on the board of education (2022/23 School year)
- Through the budget process ensure there is a commitment to working with students to create spaces for voice and agency (2022/23 School year and ongoing)

**District Staff Action:**

- Review of diversity on DSAC and build succession plan for future years (current and ongoing)
- Schools will create student councils that operate more than leadership (current and ongoing)
- School Plans will include student engagement as part of the work (2022/23 School year and ongoing).
- Support of student attendance at our standing committee meetings (current and ongoing)
- Support schools with strategies from Shane Safir [Street Data](#) and hearing from students. (for example the DSAC and Ron Brent project) (current and ongoing)
- Work with the alternate program in our District Learner Supports to use [Street Data](#) to help in program development (current and ongoing)

**29. That Indigenous education and Indigenous student learning be specifically indicated as strategic priorities within the district and public annual reports provided on implementation and performance**

**30. That the senior leader team consistently and regularly advance the goals of Indigenous education, reconciliation and anti-racism as key personal and district learning outcomes.**

**Board Action:**

- As part of Superintendent Annual Evaluation, look for evidence of this work (2022/23 School year and ongoing)
- The board will continue to actively monitor, support and work with district staff on the ongoing work regarding this recommendation. (current and ongoing)
- The board continues its active involvement in the development of the '[District Strategic Plan](#)', the '[Framework for Enhanced Student Learning](#)' and the district's '[Implementation Plan Year 1 and Year 2, Goals, Strategies and Objectives.](#)' (current and ongoing)
- The board actively engages in the "[cycle of continuous improvement](#)" sessions that are in progress (current and ongoing)

**IELT Priority**

The Nations support the implementation of the Indigenous Information Management system (IMS) and request the Indigenous Education Department have full access to (IMS). The Superintendent will provide the IELT quarterly reports on the progress of our members and all indigenous students in SD57. These reports will inform the individual progress plans for all Indigenous students. (SAR 18,24,29,31)

**Board Action Continued:**

- The board addresses recommendations 34,35 and 36 Indigenous Education as priorities in relation to this recommendation. (current and ongoing)
- Annual reporting at the Public Board meetings in January and June (current and ongoing)

**District Staff Action:**

- As per the requirements of the [Framework for Enhancing Student Learning](#) report submitted annually to the Ministry of Education, Indigenous student learning results are submitted. This is presented at the public board meeting in June. (current and ongoing)
- Continue to post all data on achievement on the district website. (current and ongoing)
- The Superintendent will provide the IELT quarterly reports on the progress of First Nations students and all indigenous students in SD57. (2022/23 School year and ongoing)
  - These reports will inform the individual progress plans for all Indigenous students
- Develop better tools on our website to share this information out with our Communications Advisor (2022/23 School year and ongoing)
- Be explicit about the data and how it is informing our work in the [Framework or Enhancing Student Learning](#) required annual report and Schools Annual Report on Progress. (current and ongoing)
- All [school plans](#) will have goals and strategies align with the direction of Truth and Reconciliation as outlined in the [Strategic Plan](#). (current and ongoing)
- Department plans will have will have goals and strategies align with the direction of Truth and Reconciliation as outlined in the Strategic Plan. (current and ongoing)

**31. That each school be required to complete an annual report on student learning, with a focus on Indigenous student learning. These reports will become part of the public district level report completed annually**

**Board Action:**

- The board will continue to actively monitor, support and work with district staff on the ongoing work regarding this recommendation.
- As part of Superintendent Annual Evaluation, look for evidence of this work (2022/23 School year and ongoing)

**District Action:**

- This has been communicated to PVPs in August. This is also inclusive of Departments as part of their Strategic Plan implementation plans. (2021/22School year and ongoing)
- Reports are due in June when the Framework Report is submitted to the Board of Education for Approval (2021/22School year and ongoing)

**IELT Priority**

The Nations support the implementation of the Indigenous Information Management system (IMS) and request the Indigenous Education Department have full access to (IMS). The Superintendent will provide the IELT quarterly reports on the progress of our members and all indigenous students in SD57. These reports will inform the individual progress plans for all Indigenous students. (SAR 18,24,29,31)

**32. That each school principal be required to report on how Indigenous education, reconciliation, and anti-racism work is being advanced in their schools, with examples of progress towards measurable outcomes**

**Board Action:**

- The board will continue to actively monitor, support and work with district staff on the ongoing work regarding this recommendation.
- As part of Superintendent Annual Evaluation, look for evidence of this work (2022/23 School year and ongoing)

**District Staff Action:**

- Annual school plans reviewed by Directors of Instruction (current and ongoing)
- School Plan Annual Report on Progress submitted to the board will be completed in June (June 2022 and ongoing)
- Principals' growth plans will include goals toward Truth and Reconciliation (current and ongoing)
- Superintendent will provide a report to the Board of Education annually on this work (June 2022 and ongoing)

**33. That senior leaders plan regular parent sessions to fully inform parents of graduation and course requirements in schools, rightsholder communities and at the Friendship Centre.**

**Board Action:**

- The board will continue to actively monitor, support and work with district staff on the ongoing work regarding this recommendation.
- The board will explore a variety of ways to monitor this work and report on progress
- Through the budget process, support this work (2022/23 School year and ongoing)
- As part of Superintendent Annual Evaluation, look for evidence of this work (2022/23 School year and ongoing)

**IELT Priority**

That senior leaders plan regular parent sessions to fully inform parents of graduation and course requirements in schools, rights holder communities and at the Friendship Centre. (SAR 33)

**District Staff Action:**

- Develop a specific strategy as part of our communication plan (2022/23 School year and ongoing)
- Reach out to Indigenous community partners to determine best method of communicating and connecting with parents and community (2022/23 School year and ongoing)
- Directors of Instruction will present the Graduation Pathways to community (current and ongoing)
- Senior Team will work with the IELT on developing and implementing regular communication events formal and informal to share this information (current and ongoing)

**34. That Indigenous education is a clear priority in the SD57 Strategic Plan and evident in all policies and procedures and its strategic plan**

**Board Action:**

- The board will actively monitor, support and work with district staff on the ongoing work regarding this recommendation
- Through the budget process, support this work (2022/23 School year and ongoing)
- As part of Superintendent Annual Evaluation, look for evidence of this work (2022/23 School year and ongoing)
- Ensure District Operational Plans, Strategic Plan, and School Plans are in alignment with the [Framework for Enhancing Student Learning Policy](#) (current and ongoing)

**IELT Priority**

Ensure Indigenous education is a clear priority in the SD57 Strategic Plan and evident in all policies and procedures and its strategic plan. Implementation of Anti-Racism Indigenous Policies must be incorporated within SD57 Policies. (SAR 34)

**District Staff Action:**

Strategic plan 2021-2026 *“The Pathway to a Diverse Learning Community with Purpose, Options and Choices for all”*

- We will work to achieve engaging, innovative, learning communities with options and choice for all students to be successful. The focus of increasing literacy, numeracy and graduation rates will be prioritized. Specific strategies will be implemented to support our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities (current and ongoing)  
[Year 1 and 2 Goals Increase literacy, numeracy and graduation rates for all students and close the gap for Indigenous learners, children and youth in care and students with diverse abilities/disabilities.](#)
- **Strategies:** (current and ongoing)
  - Focus on data dialogue to move from data as information to data that informs actions.
  - Support continued work on looking for evidence of learning in multiple ways Implement a Framework Implementation Team (FIT) in our secondary schools to focus instruction on Literacy, Numeracy, Indigenous Education and Inclusive Education at the grades 8-12 level
  - Utilize the [MyBluePrint](#) to support students developing their graduation pathway before entering secondary.
  - Review resources for both literacy and numeracy in all schools to ensure current and culturally responsive resources are being used with students.
  - Review curriculum to Indigenize with local content and decolonize to allow academics to be learned through a cultural and inclusive lens.
  - Continue to support equity in our schools with professional development and supports for teachers to provide intervention in both literacy and numeracy

**35. Each administrative unit (leadership team) in the district must have an Indigenous Action Plan that establishes yearly objectives and measure their progress over time. Attention to Truth and Reconciliation Commission (TRC) Calls to Action (62-65) and DRIPA need to be fully integrated. These then become part of the Board's annual accountability report.**

**Board Action:**

- The board will actively monitor, support and work with district staff on the ongoing work regarding this recommendation
- The Board will include an Indigenous Action Plan as part of its annual accountability report- to be developed (2022/23 School year and ongoing)
- As part of Superintendent Annual Evaluation, look for evidence of this work (2022/23 School year and ongoing)

**District Staff Action:**

- Consult with First Nations through the IELT and consult with Indigenous community partners to identify priorities “Nothing about us without us” (September 2022 and ongoing)
- Each school and department will have a goal in their School/District Plans towards implementation of the strategic plan to support the Board’s direction of Truth and Reconciliation. These plans are available on their school webpages. (current and ongoing)
  - This is a goal in our [Strategic Implementation Plan](#) and will be reported on in our [Framework for Enhancing Student Learning Report](#) in June (current and ongoing)
- Schools and departments will be reporting on this work in their annual reports in June. (June 2022 and ongoing)
- Schools are working to support their school communities knowing and understanding the TRC Calls to Action. (current and ongoing)
  - Need to continue to develop system and school leaders understanding through professional learning opportunities.
- Professional Learning Plans will incorporate the learning and teaching of Canada’s true history (current and ongoing)
- Establish criteria for an Indigenous Action Plan and support schools in the development. (September 2022 and ongoing)
  - To be included in their School Plans for Success.

**36. The Indigenous Education Partners Committee be involved in the development of the district’s overall Indigenous Education Plan, and include focus groups with parents, students and First Nations stakeholders.**

**Board Action:**

- As part of Superintendent Annual Evaluation, look for evidence of this work (2022/23 School year and ongoing)
- Need to develop our strategy for this work in consultation with the IELT on committee structure and engagement (2022/23 School year and ongoing)
- The board will review committee structures with the IELT and broader Indigenous community to build structures that meet the needs of the district and community utilizing the Engagement Framework: [Spectrum of Community Engagement to Ownership Framework](#) (April 2022)

**IELT Priority**

To ensure a broader inclusive consultation with all stakeholders within SD57 the Indigenous Education Leadership Table (IELT) has been created by MLIB and LTFN, as land rights and title holders, to replace the Indigenous Education Advisory committee. This table consists of elected council from both Nations as well as employees within their Education Departments. The IELT shall be included in SD 57’s overall Indigenous Education Plan (SAR 17| 19, 36 38)

**District Staff Action:**

- Support the board to review committee structures with the IELT and broader Indigenous community to build structures that meet the needs of the district and community utilizing the Engagement Framework: [Spectrum of Community Engagement to Ownership Framework](#) (April 2022)
- Continue to establish process for authentic, meaningful engagement with parents, students and First Nations utilizing the Engagement Framework: [Spectrum of Community Engagement to Ownership Framework](#) (April 2022 and ongoing)
- Support the Indigenous Education Department in reaching out to education partners to be included in the development of the districts overall Indigenous Education Plan (Sept 2022 and ongoing)

### Measures of Progress (Student Learning/Student Success)

- Increased graduation rates- specific to Dogwood Certificates- for Indigenous learners 10%
- Increase in students reporting they are learning about First Peoples as per the Student Learning Survey 10%
- Annual reports [Framework for Enhancing Student Learning](#), School Plan Annual Reports on Progress
- Evidence of Truth and Reconciliation goals in all professional growth plans, school and district professional learning plans and School Plans for Student Success
- Increased grade to grade transition rates for Indigenous learners
- Decrease in Indigenous students in Alternate programs and modified daily schedules
- School spaces clearly reflect the traditional lands of which they reside
- [Work-plan progress monitoring](#) workbook (New), to ensure timelines are met and inform next steps
- New Policies and Administrative Procedures are fully implemented with an Equity, Diversity and Inclusion lens. These are reviewed on an annual basis
- Strategic Plan –Implementation and Operational Plans are completed as part of [Continuous Improvement Cycle](#)

## Targeted Dollars

### 37. That the Indigenous Education Department be empowered to control and make decisions on all targeted funds. These funds cannot be diverted or ‘taken’ by other district or school administrators

#### Board Action:

- That Board Standing Committee Chairs work with their committees to identify recommendations that align with committee roles and responsibilities, develop a plan and report back to the board by a date to be decided by the board. (Management and Finance) (current and ongoing).
- Through the budget process ensure funds are being expended as planned by the Indigenous Education Department (current and ongoing).

#### IELT Priority

That the Indigenous Education Department be empowered to control and make decisions on all targeted funds. These funds always be spent based on needs of Indigenous students. We would like an annual audited report and budget review on how targeted funds were expended. (SAR 37,39)

#### District Staff Action:

- Annually the Finance department and Indigenous Education Department clearly outline how the targeted dollars are used. (current and ongoing).
- Quarterly budget reports will be provided to the IELT inclusive of GL codes for spending
- All funds are held in the Department. None are transferred to schools. (current and ongoing).

### 38. That the Indigenous Education Department make decisions in consultation with the Indigenous Education Partners Committee, ensuring its procedures enable an open and transparent process with ongoing reviews of planning, implementation and spending

#### Board Action:

- The board will actively monitor, support and work with district staff and Indigenous Education Department on the ongoing work regarding this recommendation (current and ongoing).
- Consult with the IELT on the use of Target funds to provide additional support in Culture, Language and Academic Support (current and ongoing).
- Through the budget process receive information on how the dollars have been collaboratively allocated to support Indigenous learners (current and ongoing).

#### IELT Priority

To ensure a broader inclusive consultation with all stakeholders within SD57 the Indigenous Education Leadership Table (IELT) has been created by MLIB and LTFN, as land rights and title holders, to replace the Indigenous Education Advisory committee. This table consists of elected council from both Nations as well as employees within their Education Departments. The IELT shall be included in SD 57's overall Indigenous Education Plan. (SAR 17, 19, 36 38)

**District Staff Action:**

- Weekly meetings between Superintendent, Indigenous Assistant Superintendent and Director of Instruction for Indigenous Education to support moving this work (current and ongoing).
- Regular monthly budget reports on spending at IEAC (current and ongoing).
- Publish Targeted Funding Budget on the district website and Indigenous Education website (2022/23 School year and ongoing)

**39. That targeted dollars always be spent based on needs of Indigenous students; in other words, if spending authority is delegated to another decision maker, the funds may only be expended on services/supports for Indigenous learners.**

**Board Action:**

- The board will actively monitor, support and work with district staff and Indigenous Education Department on the ongoing work regarding this recommendation
- The board will actively monitor this recommendation through the budget consultation process
- Ensure the Targeted Dollars are used based on the criteria as identified in the [Ministry of Education K-12 Funding- Indigenous Education Policy](#)
- As part of Superintendent Annual Evaluation, look for evidence of this work (2022/23 School year and ongoing)

**IELT Priority**

That the Indigenous Education Department be empowered to control and make decisions on all targeted funds. These funds always be spent based on needs of Indigenous students. We would like an annual audited report and budget review on how targeted funds were expended. (SAR 37,39)

**District Staff Action:**

- Annually the Finance department and Indigenous Education Department clearly outline how the targeted dollars are used and shared out to schools. (current and ongoing).

**40. That specific teachers be assigned to track, monitor and support Indigenous students from reserve and regularly communicate with on-reserve education representatives and local families. On reserve supports for learners, as necessary, should be a part of this ongoing work.**

**Board Action:**

- Through the budget process ensure funds are being expended as planned by the Indigenous Education Department (current and ongoing).
- The board will monitor and support this work through accountability reports provided by the Superintendent or designate (June 2022 and ongoing)
- The board will monitor and support this work through LEA data and consultation (current and ongoing).

**IELT Priority**

That specific teachers be assigned to track, monitor and support Indigenous students from reserve and regularly communicate with on-reserve education representatives and local families on a monthly basis. (SAR 40)

**District Action:**

- Early Years, and Middle Years teachers have been added to the department in addition to the Land based teachers (current and ongoing).
  - Regular meetings with Education representatives and schools
- Additional resource teacher hired for the completion of assessments (current and ongoing).
- Grad Coaches in each school assigned to track, monitor and support Indigenous students on reserve and regularly communicate with on-reserve education representatives and local families. (current and ongoing).
  - Member from Senior Team has been assigned to each secondary school to oversee this work

**41. That Indigenous Principal/ Assistant Superintendent’s salary be funded through core dollars not taken from targeted funds.****Board Action:**

- Ensure the Targeted Dollars are used based on the criteria as identified in the [Ministry of Education K-12 Funding- indigenous Education Policy](#)

**IELT Priority**

That Indigenous Principal/Assistant Superintendent’s Salary be funded through core dollars not taken from targeted funds. This recommendation must be completed immediately. The salary of all Indigenous Education Department employees must be reviewed through this lens. (SAR 41)

**District Staff Action:**

- Regular reporting of Targeted dollars and core funding through the annual budgeting progress

**Measures of Progress (Targeted Dollars)**

- [Work-plan progress monitoring](#) workbook, to ensure timelines are met and inform next steps
- Budget is clearly communicated and information is shared on websites
- Targeted dollars are expended annually without a carryover to ensure dollars are being spent on student who generate the funds

**Definitions**

Balhats	Traditionally, potlatch, or Balhats, was a spiritual and cultural ceremony integral to governing, sharing wealth and strengthening clans.
BCTF	British Columbia Teachers Federation
CNC	College of New Calendonia
CUPE	Canadian Union of Public Employers
DPAC	District Parent Advisory Council
DSAC	District Student Advisory Council
Early Years	Students aged 0 to 8 years
Grad Coaches	Teachers working alongside Indigenous students monitoring, tracking and support towards graduation
IEAC	Indigenous Education Advisory Committee (under review)

IELT	Indigenous Education Leadership Table. A newly formed education table with membership from the First Nations Lheidli T'enneh First Nations and McLeod Lake Indian Band
IEW	Indigenous Education Worker
IIMS	Indigenous Information Management System
Indigenous Community Partners	Members would include, though not limited to the Rights holders, MCFD, Northern Health, Métis, Takla First Nations, Carrier Sekani Family Services, Native Friendship Centre, appointed parents, UNBC and CNC
Middle Years	Students aged 9-14
PGDTA	Prince George District Teachers Association
PGVPA	Prince George Principals and Vice Principals Association
PVP	Principals and Vice Principals
Targeted Dollars	The Ministry of Education provides enhanced funding to school age students of Indigenous ancestry. Enhanced funding provides culturally-appropriate educational programs and services to support the success of Indigenous students.
TRC	Truth and Reconciliation Calls to Action
UNBC	University of Northern British Columbia