

Special Advisors Report pursuant to Ministerial Order M334, August 30, 2021.

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Introduction

This report summarizes how the Special Advisors assisted the Board in the implementation of the "School District 57: Special Advisors Report" [Report] authored by Catherine McGregor and Kory Wilson. During the fall, we visited Prince George on five occasions: September 8-10th; September 21-24th; October 25-29th; November 14-16th; and December 7th-10th. During the spring of 2022, we visited the School District on February 1-4th, and March 28-30th. We participated in and hosted multiple online meetings with senior district leaders, members of the Board of Trustees, Rights and Title holders and other groups, such as the District Student Leadership Advisory Group, BC Principals and Vice Principals Association, and FNEC.

The report is divided into several parts, summarizing actions taken as Advisors between August 2021 and March 2022. We describe our work in three phases: reviewing and adopting the report; designing a multi-layered implementation plan; and integrating the plans with accountability measures to ensure sustainable actions over time. We also provide more detailed answers to questions posed following the completion of the first draft of our report and provide several examples to illustrate how strategic actions are beginning to shift district culture. We conclude by identifying several outstanding issues we would like the Minister to consider.

A copy of two documents are attached: the SD 57 Strategic Workplan developed by the district staff, and a summary of the Special Advisor recommendations and an overall progress assessment.

Phase 1: Reviewing and adopting the report (August-Sept)

In late August the Special Advisors (Wilson/McGregor/Allen) met with the Minister to review our revised work based on the new Ministerial Order; we were also included on calls with the Minister and First Nations. On August 27th we also participated in a meeting with the Board of Trustees and the Minister to discuss our revised role for the coming school year. Key messages about the report and the new Ministerial Order were also held with the then Board Chair, Trent Derrick. An early key priority was to ensure the Board engaged in a fully transparent and inclusive process in developing a response to the report. Senior leaders were also understood to be key leaders in this work and communicating with all employees as fully and completely as possible was identified as an early priority for action. It was further recognized that the First Nations would be third group to continue to consult with and support.

The Minister also identified a need to do a more comprehensive look at Ministry data for the district, with follow up to be shared with district leaders, First Nations, the Board and Special Advisors. This also included ensuring closer links between existing Ministry program work (such as the Equity in Action team and Audit Teams) and the work of implementing the recommendation of the report.

Our early work with the Board of Trustees, District Leadership Team and First Nations emphasized several key messages:

1. That the issues identified in Prince George are shared with other districts across the province. Many districts are using this report as a call to action.
2. That this is an opportunity for learning throughout the district, and that an emphasis on learning would help us to find common ground among staff, community and leaders.

3. That there is expertise within the district that can be drawn upon in developing an action plan and work plan to implement the report.
4. That not everything will happen at once; the Board and its leadership team should identify priorities for action consistent with their own priorities and strategic plans.
5. The relationship between the Board, District and the First Nations must be dealt with and amended.
6. That our team is available to assist throughout this process, as are other Ministry resources.

Early meetings with the Board, Senior leaders and First Nations gave us the opportunity to review and expand on the various recommendations and discuss how they were framed. We emphasized several key themes during these initial meetings:

1. The need to address the systemic, ongoing forms of racism in the district
2. The need for governance practices that engage and honour the priorities of the Indigenous Rights and Title holders
3. That profound, transformational changes were needed to ensure the district's culture and operations were inclusive and non-discriminatory
4. The cultural of fear was addressed

Work with the Board of Trustees

Each of our visits to Prince George initially involved separate meetings with the Board of Trustees, the Senior leaders and their teams and the First Nations. Because of COVID, we also took care to conduct meetings in ways that honoured physical distancing and masking protocols. Conversations began quite formally, with presentations followed by questions. Subsequent meetings were characterized by more informal forms of dialogue, initiated by sharing perspectives in a round table format.

Soon after the report was released, two trustees resigned from the Board, citing the report as their reason for resignation. As a result, there was a period in which procedural work took precedent as the remaining board members selected a new Board Chair (Sharel Warrington) and Vice Chair (Ron Polillo) and developed a formal plan for electing two new trustees.

The Board of Trustees were strongly committed to ensuring that the Special Advisors Report would be fully implemented, but based on historic local issues, they identified their relations with First Nations as highest priority. Board members expressed a deep interest in working collaboratively with McLeod Lake and Lheidli T'enneh leaders and representatives to ensure that these nations were fully involved in decision making.

We spoke with the Trustees about the importance of the relationship and full inclusion of the First Nations, but we also asked them to move from aspirations to sustainable, authentic action and find ways of bringing these priorities into their everyday activities. This request was designed to help the Board become more strategically focused on what they could do, rather than what they can say about their commitments to Indigenous education and communities. An outcome of this shift in thinking occurred with the Board Chair and Acting Superintendent visited McLeod Lake Indian Band for a scheduled meeting with Indigenous education band representatives – a first for the Board Chair.

The Acting Superintendent lead the Board in several focused meetings designed to assist them in identifying initial priorities for action. This initial plan was created in early October and was organized

and presented in a table format with the Report recommendations and the Board identified actions and necessary next steps alongside. Some areas of priority included: working on policy updates (parental appeal, anti-racism policy, public disclosure), creating enhanced relationships with First Nations, HR decision making, procedures and policies), and shifting to shared governance, enhancing student voice, and ensuring Indigenous education is addressed in their strategic plan.

Work with the District Leadership Team

Meetings with this group took a variety of forms: we hosted both individual meetings, small team meetings (such as meetings with the Acting Superintendent and/or Secretary Treasurer) as well as meetings of the full leadership team (all Assistant Superintendents and departmental directors). We also regularly met with the Indigenous Education Department and its Director, Pam Spooner.

Our early discussions sought to build the confidence of these leaders who would be tasked with the bulk of the work in designing and implementing the Special Advisor's Report and workplan. For example, district leaders identified what recommendations were already being undertaken in the district; early examples included things like amending professional development plans to ensure participation in Indigenous learning initiatives planned by the District's Indigenous Education Department. This helped to establish confidence that developing a strategic workplan was an achievable target and could be communicated across the system as in keeping with existing district plans and priorities.

We also emphasized the importance of establishing and engaging explicitly with all employees and employee groups about the commitment to changing the district culture and becoming an inclusive and welcoming district for all community members, with a priority on Indigenous learners and cultures. It was confirmed that everyone in the district had a role in ensuring that Indigenous learners are honoured and respected and that all are included. Conversations with the District leadership team emphasized the ways in which all members of the team could convey this message, and how to model practices that would illustrate ongoing and deep commitments to change. All members of the leadership team (departmental heads and assistant superintendents) agreed to review and implement the recommendations within their own departmental workplans.

District leaders were all initially tasked with exploring the Report recommendations and how these could fit within their departmental mandates. We also asked these individuals to explore their own need for professional and personal learning, to explore their beliefs, unconscious bias and privilege. We undertook these dialogues by asking open ended questions designed to provoke personal reflection and begin an engagement with them in difficult conversations. This process of deeply engaging district leaders in "a learning journey of the heart" was an ongoing focus of our work.

The Acting Superintendent created several strategic documents to help illustrate the work the district was doing in response to the Report. For example, she created an initial implementation workplan that identified the Report recommendations, the actions taken to date/in progress, and then a list of 'next steps' that have been identified. A companion document was also created which enabled the Special Advisors to see how administrative procedures were being used to implement aspects of the report. For example, the district was asked to ensure protocols were put in place for all school leaders to follow after a Social Studies teacher had inappropriately assigned activities for her students related to residential schooling. This companion document detailed the protocols that had been developed which schools were required to follow, as well as processes for reviewing all teaching resources to ensure cultural responsiveness and accurate/respectful language. Other documents such as summaries of on reserve Lheidli T'enneh Band student attendance, course enrolments and student progress to date were shared. Documents which examined student attendance in special programming and changes in district policies to ensure students were enabled to attend school "from bell to bell" were also provided. Overall, we felt significant efforts were being made to illustrate the district's commitment to moving from a culture of fear and silence to one of openness and accountability for actions.

We also worked closely with Pam Spooner during the fall with the goal to empower Pam to become an even stronger advocate for Indigenous education, to continue to coach her departmental team on ways to shift practices and procedures in schools using their departmental strategic plans, but also to become more familiar with financial rules, protocols and procedures related to Indigenous education. The planned Ministry Audit team visit provided an opportunity to review these internal and external funding rules, and this was done in a very open and transparent session co-hosted by the department and the Secretary Treasurer. Another important initiative the advisors assisted with was in removing roadblocks to the purchase of software designed to track Indigenous student progress using the IIMS (Indigenous Information Management System).

We also had the opportunity to meet with the District Student Leadership group which included students from all high schools in SD57, who wanted to discuss the Report and its recommendations. This group became one of the important voices pressing the Board of Trustees and senior leaders to look for ways of demonstrating progress on the Report. We give the Board much credit in encouraging these student leaders to engage in an important issue, and their challenge to the Board — *“How will our schools look/be different in the future?”* became a driving question we used in pursuing our work as advisors.

Work with the First Nations

Our initial work with the First Nations was focused on listening to their responses to the Report, to provide any answers to their questions about details within the Report and working to create a climate of trust between the Advisor team and the Nation's leaders.

Several areas of concern were noted in these initial meetings, including the progress of students towards graduation, the lack of knowledge school leaders had about LEA's (Local Education Agreements), a lack of trust with senior leaders, and a lack of opportunity for legitimate decision making as territorial rights and title holders. These themes became the primary messages we communicated to the Board and senior leaders. We tried to bridge understandings between the Nations and the district, while encouraging new and co-constructed ways of working together to advance the opportunities for all Indigenous learners.

An early priority for the Nations included creating a Leadership Council that would be the primary mechanism for shared communication and decision making between Lheidli T'enneh, McLeod Lake and the school district. The Nations Education Committee was tasked with creating a detailed, prioritized response to the Special Advisors Report and to create Terms of Reference for the proposed Nation led Leadership Council.

The First Nations were able to come together in a very focused and organized way. Each Nation identified key people and they sourced a support person to help them develop a plan of action. The Leadership Council became the Indigenous Education Leadership Table (IELT). They now meet every two weeks and have appointed a person to assist them. We have seen consistent progress with the IELT and their ongoing review of their priorities. We continued to support them in developing an action plan and ways to continuously review and express and advocate for their priorities.

Phase 2: Reviewing and amending the initial implementation plan (October-December)

Work with the Board of Trustees

Trustees were regularly and continually involved in reviewing the Report and establishing priorities for an implementation plan throughout the fall. Their regularly scheduled meetings as Trustees devoted time to this task each month, although the public agendas and structures of their formal board meetings each month continued as usual. As Advisors, one of our goals was to encourage the Board to adapt and modify their existing procedures and protocols, both as a signal to indicate their changing practices, but also to create a more welcoming environment for communities to participate in these meetings. To do this, we organized a shared workshop, bringing together members of the Board and senior leaders to

talk about how to shift district cultures. We also stimulated thinking about this with questions such as “*What are you doing differently now than you have before?*” This question generated a good conversation and resulted in the use of an opening circle to share thoughts and feelings and “begin in a good way” as a start to the regular board meeting. This was a significant departure from the usual practices of running a Board meeting and while simple, began a shift in thinking about how to model decolonizing practices. Another change in practice included adding reporting on Indigenous student learning to their agenda, with a focus on the data collected in reports like the “*How Are We Doing?*” Report. These discussions have helped the Board to see the continued work that is needed.

The Board of education is working on establishing their role as governors by asking more probing questions in public board meetings in an effort to hold everyone more accountable for their work and to provide greater transparency. While more work in this area is needed, this a promising move.

The individual members of the Board have begun to publicly express their personal and corporate acknowledgement for the wrongs that have been committed over the last years and to take responsibility for their part in these. It is important to note that there is significant work still to be done on this front.

Work with the District Leadership Team

In this phase of the work, we continued to work with the District Leadership team on the scope of their work and the ways in which they were integrating commitments to fully and inclusively engaging all learners regardless of their diversities. We had multiple frank conversations designed to probe leaders’ thinking and assumptions about learners, learning, decolonization and racism. We saw that the team was becoming more comfortable in sharing their own failures, to more readily identify the barriers that their district’s systems maintained, and an ability to see how ‘the racism of low expectations’ has played out in approaches taken with Indigenous learners. We observed an increasingly more open stance and a willingness to accept critique.

We invited district leaders to share specific stories with us about what they are seeing/learning in schools or at the district level. Catherine developed a template that was circulated to all district senior leaders and over time, she collected a sampling of various activities, signaling shifts in teaching practice, leadership practice, and culture. This was a great resource for tracking progress. The Human Resources department in particular embraced the opportunity to report every two weeks on the work they are doing in decolonization and indigenization of their HR practices, policies and protocols. Their approach has been comprehensive and balances the need for learning about professional practices in diversity hiring with the importance of exploring the privilege and colonial structures. They should be a model for other departments and units.

We also highlighted the importance of the Principals and Vice Principals as critical pivot points where anti-racism/inclusion work will be either embraced or denied based on a leaders’ vision and projected priorities for action. As per the Report, knowledge and training in anti-oppressive practices is a critical to embed in the everyday practices of school principals and vice-principals. To that end, we participated in the design and delivery of district-led professional development sessions; in this way we were able to integrate the Report findings into the approaches the training and leadership teams were taking in mentoring teacher, school principal and school staff learning. The leadership team have modified their own Professional Growth planning processes and those of school Principals/Vice Principals to include requirements to report progress on Indigenous learning. Using these two tools – formal professional learning workshops and discussions and modifications to professional growth plan requirement – will ensure ongoing professional engagement with Indigenous anti-racism and provide important modeling for teachers and staff. The incorporation of Standard 9 as part of teacher professional growth plans was also described as a tool to develop and deepen teacher understanding of Indigenous perspectives and pedagogy; we expressed strong support for these directions.

We also engaged district leadership in discussions about how they intended on improving Indigenous graduation rates, and ensure students graduated on the regular Dogwood track. The district decided to

create Grad coach positions in the spring of 2021; these positions are designed for supporting Indigenous learners in grades 10-12, (although over time, students at earlier grade levels will also be included.) Teachers from the district were selected to take on these roles on a part time basis effective September 2021. They were asked to work specifically with the Indigenous education staff and develop an assessment protocol designed to determine what each learner in a school needed to meet the requirements for graduation. This initial assessment identified students in categories: green (will graduate), yellow (in danger of not graduating), and red (will not graduate). They were also charged with working with school teams to create action plans for each assessed learner so all could move from red/yellow classifications to green—ready to graduate. We sought regular updates from the leadership team, met with Indigenous education staff and the coaches themselves at various times to ensure that plans were being put in place, progress of students regularly and consistently monitored, and reports provided to the First Nations Indigenous Education Councilors. Our goal was to illustrate the importance of collecting data and using it to create concrete and attainable plans that enabled every Indigenous student to achieve success and graduate. This has proven to be one of the most impactful actions and we have advised that the Grad coaches expand their work to include grades 8 and 9. Once in place they are encouraged to have “transition coaches” for grades 7 and 8. Not only are the Indigenous students being “Paid attention” but this data is being reported out fairly consistently. Most importantly, every student has a plan to either stay on track or get back on the “Dogwood” track.

As advisors, we also attempted to influence school level leaders by drawing positive attention to the good work being done in a variety of schools. These visits help solidify the commitments that these leaders have made to Indigenous communities and education, while also conveying the message that this work matters greatly and is being noticed. Decolonizing projects are ongoing in each school—a challenge put to all school leaders by the Acting Superintendent in the fall-- and we witnessed have many different efforts that included Dakelh language learning, the integration of land-based learning practices, drumming circles, and how stories shared by knowledge holders and Elders are being integrated into curriculum and classrooms. Several individual stories of success are included in later sections of this report.

Work with the First Nations

In December, we spent several hours with the IELT and listened to their perspectives on the ways in which district actions were shifting. Not surprisingly, while announced changes were embraced and information about students’ progress welcomed, there remained deep concerns with student graduation rates, and patterns of student achievement from elementary through to secondary schooling. The Indigenous leaders supported the work with secondary level students (such as the graduation coaches) but also called for more work-place related training and support for reading and numeracy in the earlier primary/elementary years. We did hear that one of the education representatives was working more closely with the senior leadership team and would be given an office to use at PGSS - this was viewed positively as a step towards accountability and transparency.

The IETL still expressed a deep level of mistrust and faith that things will truly change. We supported the Nations in getting them to focus on their priorities, how they will govern themselves and how they communicate and document their asks and demands. Together we explored and reviewed options and ways forward that will ensure they will be heard, and action will be taken. We have been working with them to focus on what they can control while looking to what “structural or procedural” changes will be needed.

Phase 3: Adding accountabilities and sustainability thinking to the document framework (January-Feb-March)

In early January, we communicated with the district again about the next phase of the implementation workplan. Following the Ministerial order, we asked trustees and senior leaders to review their implementation plans with an eye on how they would: publicly report on their efforts and progress; regularly engage in discussions about Indigenous student progress and learning; build in

accountabilities throughout the system to ensure all employees were engaged in Indigenization and anti-racism work; ensure accountabilities across the system, including among leaders; and collecting data to show progress and efforts over time. We asked that changes to the plan be incorporated into a revised implementation workplan, and that this workplan be shared with us by March 15th.

The district superintendent responded by sharing a revised plan; it is attached to this report. We note that this document does several important things:

1. The IELT (Indigenous Education Leadership Table) is regularly referenced throughout the document, indicating a strong effort to collaboratively build shared decision making and genuine engagement in budgeting processes with rights and title holders. Though referenced throughout this must be actioned with ongoing, true engagement, which has yet to materialize in a thoughtful, transparent and inclusive way.
2. A workplan progress monitoring workbook has been created that will enable a public sharing (via website) of progress in implementing all aspects of the report; additional requirements ensure it is shared annually with Trustees at public meetings. The process will track a continuum of progress, and monitor actions at their “beginning”, “developing” and “application” stages. Essentially this is a spreadsheet that tracks a variety of efforts and could be useful as a means of seeing patterns of change over time.
3. The creation of a separate Indigenous Education Plan that will be monitored and included as a part of the district’s strategic plans. This work will begin in the next calendar year.
4. An annual Board Workplan will enable regular and ongoing reports on Indigenous student learning/success. IIMS (Indigenous Information Management System), Equity Auditing (Ministry supported) and a newly created “Graduation Pathway for Success” planning document are all referenced as tools to assist in reporting and monitoring Indigenous student success.
5. Mandatory inclusion of Truth and Reconciliation goals in all school’s annual plans and continued use of environmental equity auditing to make Indigenous culture visible and recognized.
6. All senior district leaders have participated in the Carrier Sekani cultural competencies training, including those on the operational/facilities side of the team.
7. The report describes an assessment tool called “The spectrum of community engagement to ownership” which is a tool that monitors organizational learning on how to become more engaged and collaborative with stakeholders/partners. The tool clearly has potential although how it might be used to monitor community satisfaction or engagement is not yet clear.

There are many existing policy and accountability tools that are also suggested as vehicles through which regular reporting and sharing of progress can be achieved. For example, the annual evaluation of the Superintendent is described as a tool to ensure there are regular reports of administrative work in support of the action plan; the BC Framework for enhancing student learning (Ministry of Education) is referenced as a document that requires ongoing planning and reporting to the Ministry and the public, My Blueprint (a student planner application) and the Board’s Strategic Plan (2022-2026) are also listed as tools which will allow for ongoing and sustained reporting efforts.

But there are accountability measures not yet in evidence as essential to accountability for Indigenous learners; for example, an important measure can be, “How many students are on partial attendance and or suspended?” and “What are the plans to get the learners back into school “bell to bell?” It is very important that the words on paper are transferred to tangible, sustainable actions with metrics. We have little evidence of this to date.

Indigenous Education Leadership Table

This Table has been meeting every two weeks and is organized and very committed. They have prioritized their actions and their expectations of SD57. They are clear, direct and there is a greater feeling of empowerment and hope. Though there continues to be expressions of distrust and disappointment in some SD57 members they are moving ahead with their plans.

In their March 29, 2022 meeting, the IETL identified the following as their current priorities:

1. Appointment of Pam Spooner as an Assistant Indigenous Superintendent (Announced on April 5, 2022). Box checked!
2. Completion of the Indigenous Anti-racism policy and a review of the Whistle-blower policy (an early draft of the Indigenous Anti-Racism Policy is attached). We have not received a copy of the Whistle-blower policy.
3. Creating a list of information and data required from SD57 on a regular basis. Currently the information will be requested mid-October, end of January, March (pre-budget) and the 4th report at the end of May. They will generate a list of the data and information expected in the four reports.
4. Appointment of External Indigenous Education Ombudsperson. It was discussed that perhaps the special advisors can assist in this role for a period while assisting in finding a local solution.
5. Creating an MOU with SD57 and the IELT to set out all terms of reference to regularize expectations and operations

How the advisors facilitated/improved relations with the FNs (i.e., giving Minister confidence things are on the right track). Further to this, or asked differently, what is the status of FN voice and agency in the district?

It is clear there is still much work to be done on building and re-building relationships between the First Nations and SD57 and the Board. This has been a primary focus in the past seven months. Typically, we would encourage the parties to meet and discuss outstanding issues and find a path forward together. In this case, it was felt the best way forward was to work with each group and encourage them set their own direction and response to the recommendations. In all the meetings with the SD57 and the Board we spoke about the need to re-build the relationship with the Indigenous people but cautioned them not to lead this but to be patient and take direction from the Rights and title holders.

With the First Nations we worked with them to develop a plan and prioritise the recommendations. We encouraged them to form a working group, hire someone to help keep the table moving forward, and consider how and what they would like to communicate with the District and board. They now meet every two weeks and the reps from the two First Nations are designated and they are supported by Kevin Brown. They are keeping records, prioritising their actions and focus. It has been wonderful to see how empowered the group is and the confidence they are gaining. One of the members is seriously considering running to be a Trustee.

The FNs agency and voice is getting stronger and stronger. We have also asked them to consider what type of "healing ceremony" they would like and then discuss this with the District and Board. We have also spoken to them about the need to bring in the voices of the other Indigenous people in Prince George and various stakeholders. The next visit to Prince George will involve having a meeting with the stakeholders and other community members.

With the appointment of Pam Spooner to Assistant Superintendent the Nations feel that they now have a stronger voice within the District. Even without Pam's appointment, we are confident that the nations voice cannot be diminished or ignored. There is a bit of confusion around the SD57 internal Indigenous

advisory group and how it relates to or communicates with the IETL. This is something Pam will address.

Things are certainly on the right track and open and honest communication is the key. The First Nations have a strategy, focus and commitment to ensuring things are done differently going forward. We can see how this will continue and lead to systemic change in the district.

Streaming of Indigenous students – has this practice stopped and how has the district taken steps to acknowledge and fix?

This was a difficult question to answer with data and numbers as the systems have not been sorted to track this efficiently. They are working their way towards this and IIMS will help but it will take a bit more time. Asking this question has provided focus and a clear area to address and track. They did indicate that all grade 8s are in regular programs. What follows are comments that were told to us:

PGSS is the biggest concern for the Indigenous team; there are simply never enough eyes on the Indigenous kids. Grad coaches are doing ok though there is not a lot they can do in one block of time. There are still kids slipping through the cracks. While they have 7 IEWs, 2 grad coaches and 2 social workers at this school, plus all the school staff, even the “medium kids” (a term the team uses to describe kids who are less vulnerable, but still at risk) are slipping through, and able to skip classes without the parents finding out until much later even if the parent works in the school. There is a need for faster, more efficient communication with parents and or caregivers. If the parents of the medium kids are not getting the messages and information about their children, then there is greater concern for the vulnerable kids whose parents do not get the emails and or who do not pay attention to the PGSS call out system.

PGSS is also the school where it’s always about putting out fires and surviving as opposed to thinking pro-actively and working to prevent issues with Indigenous kids and families. The grad coaches have really helped to improve Shas Ti, and CHSS (College Heights Secondary School) has no kids in the red (part of the coding system the coaches use). DPSS (Duchess Park) is doing ok. DP Todd does have some struggling learners, but they have a great grad coach which can really help.

One thing that has been very successful is doing credit recovery as that has enabled several students to get out of the red and yellow and to the green. The comment was made that we should hire more credit recovery teachers which would be great but to do that they would be hiring more non-Indigenous teachers. This is not a problem in and of itself, but the issue is that credit recovery support should be done by current teachers and workers in the school. It is extremely important that all teachers and workers in the school should be doing everything they can to support Indigenous students. The question is how do we maximize all the supports in the school to support Indigenous students the best they can? The schools are there to support all learners, bell to bell, across all grades with the goal of full graduation. There needs to be better communication and working together with effective plans and strategies.

What advice can you give about the proposed “ombudsperson” – what would be the ideal person(s)?

From the beginning of our appointment, it was clear that there was a need for a safe place to report concerns and challenges in the district. We are still hearing about the need for an ombudsperson. Even though there are union reps, an HR department and other ways to log a concern or complaint, these processes are not trusted. We are not certain when or if this will change.

The First Nations asked if Kory Wilson could act as the Ombudsperson. We discussed the idea that as an interim measure and felt that both Catherine and Kory could support this and with the focus to try and source a person in Prince George.

The type of person that would be needed is someone that is trusted and not attached to the school district in anyway. They would act as an ombudsperson in the traditional sense. The person would need to be able hear the concerns and challenges, accurately account, and ensure that there is a way to report this out and 'solve' some of these issues. It would be important to develop a mechanism and processes to remove the culture of fear and address issues. This is an area where Indigenization could occur with the use of elders to resolve disputes.

Consideration should be given to the cost of this position. It would likely be prohibitive if a lawyer, even a junior one, is used. It could perhaps be a notary but most likely it would need to someone that can do this on a "as needed" basis. It would be an extra bonus if the person could assist the district to improve their own internal systems and strengthen the trust and faith in the district to address issues and concerns. This will take a lot of work effort on the part of many.

To what extent is the district using the Framework for Enhancing Student Learning as a way of moving forward?

The district is engaging in the Frame for Enhancing Student Learning in meaningful way. They have also produced a 5-year strategic plan. Both of these documents are compliant with Ministry guidelines.

That said, however, there was little if any clear connection to many of the issues identified in the Special Advisor Report.

The plans do not speak about the governance / decision-making shifts that need to occur to truly improve student learning. For example, neither plan speaks to the role of the Indigenous Education Leadership Table (IELT). Nor does FESL include specific strategies, such as the creation of grad coaches, that are designed to enhance the grad rates of Indigenous students. Nor is IMMS mentioned.

Perhaps more importantly the FESL process was not as collaborative as it could have been. Certainly, COVID contributed to this, however the Nations did not feel that they were meaningfully included in the process. This is clearly not in the spirit of shared decision-making.

We would recommend that the district addresses this by taking the FESL to the IELT for meaningful discussion and revision. If this is not attended to, the FESL will simply be a compliance exercise and will be an ongoing source of contention between the district and the nations. A thorough vetting / revision process with the IELT would go a long way to building trust and lead to a more sustainable path forward.

Stories of Shifting Culture/Sustaining Change

English Language Learning/ English as a Second Dialect Program Design Changes. Our Report identified significant issues with how ELL/ESD operated in the district; in some cases, Indigenous students were placed in programs solely based on their racial identities, and not because they needed language support. In some cases, teachers engaged in questionable recruitment techniques; in other cases, programming was limited because of the program structure (4 year maximum) even when supportive learning services were still required. Much of this occurred because of the decentralized approach the district used in assigning resources on a school-by-school basis. The Superintendent and the Director of Special Education have significantly re-developed this program and have now created a centralized position that will oversee the ELL programs across the district. Criteria and assessment measures have been formalized and services will be provided based on genuine assessed needs rather

than racialized profiling. This will result in better services for learners and appropriately developed programming to assist learners in need of oral language supports, both Indigenous and non-Indigenous.

Indigenous Learning Focus. Earlier we described the adoption of the IIMS system and grad coaches. Both initiatives are focused on creating ongoing support with centralized accountability systems. Another initiative in early stages of adoption is course or credit recovery: students at risk of not graduating -- as identified by the grad coaches -- are being given opportunities to complete modules and/or additional opportunities to complete missing course requirements. This involves working activity with school leadership teams and teachers; some high schools are clearly more ready than others to accommodate these learning needs. During a meeting we attended with grad coaches and their district lead person in late March we heard about many student successes, but also identified a series of blocks which are in the way of regularizing processes which place student success at the forefront of teacher and administrative thinking. These grad coaches are determined to develop pathways for Indigenous learners, and they will be bringing recommendations to the Board and senior leadership for how to enhance their work in the upcoming school year (2022-23). We expressed full support for this work.

Each of the directors and/or assistant superintendent are taking responsibility for working with individual schools; they are reviewing school learning plans, reviewing students at risk, and engaging in conversations about how to advance the learning objectives for indigenous learners. These in person conversations are demonstrating commitment to Indigenous learning goals and will help to shift school cultures toward more inclusive practices.

The district superintendent has also shown leadership in ensuring the Report is regularly discussed, and enabling space for open, authentic and frank conversations about how implementation of all recommendations can be accomplished. We also note that the Superintendent deliberately included all members of the senior leadership team, including those on the operational side, signaling the importance of fully integrating Indigenous worldviews and reconciliation actions in every district activity. The Indigenous education director was a key partner in this work; she helped the team to learn about how to engage in cultural humility and in culturally safe ways. The Superintendent was advised to include the newly appointed Assistant Superintendent, Indigenous, in everything that involves Indigenous learners and initiatives. It was suggested that every time the word Indigenous is referenced, the Assistant Superintendent Indigenous must be included. We fully expect that she will then determine the scope and level of her involvement in these initiatives. We also directed the Superintendent to ensure that the new Assistant Superintendent Indigenous is relieved of previous duties so she can focus on areas of key priority and importance in moving the district forward.

Cultural shift. As noted earlier, the Human Resources unit is doing some excellent work, and have focused substantially on inherent bias in hiring and engaging in culturally inclusive selection and recruitment processes. They have also taken the time to develop an action plan focused on reconciliation—learning about First Peoples and in particular, the Lheidli Teneh. They have regularly scheduled reconciliation topics as a part of their bi-monthly department meetings.

Facilities employees are also showing leadership. For example, staff members in the district office wanted to illustrate their commitment to Indigenous learners. They developed a decal that honoured the 215 children from Kamloops residential schools and affixed these on all work vehicles. This is a visual symbol of the efforts taking place by many across the district to acknowledge their complicity in colonization and represents a desire to express regret at the violence experienced by Indigenous children, families and communities. The Director of Facilities Management is also present and engaged in the conversations taking place at the district senior team table; they contribute to the leadership and planning being done across the district. This type of activity signals a system wide commitment to action. As well, carpentry staff are engaged in working with each school and a Director within the Indigenous education department on designing Dakelh language signage for each school. We note the enthusiastic engagement of these individuals who take the initiative and consulted carefully with school communities in the process of completing the design: this denotes a change from the more typical command-control language we heard during our Report data gathering.

The Superintendent is leading the way for doing work differently; for example, all monthly meetings begin with a check-in, and include engagement in topics of personal learning about Indigenous worldviews and the implementation of the Report. Regular monthly meetings with Directors have been focused on discussing and learning about the *How are We Doing Report?* And have evolved into a much deeper understanding of the gaps for Indigenous learners as they integrate Report recommendations into their departmental plans. A focus on learning and developing plans together was in evidence in the meetings we participated in as Special Advisors. We also note that the Superintendent has invited the Nations education team to join them in these meetings. Transparency is clearly on the rise, and this too is a shift in culture.

Ministry Audit: Report February 22, 2022. The Ministry of Education audit team visited Prince George in October, 2021. They collected data in a variety of categories including teacher certification standards, the use of targeted Indigenous education funds, review of budget and actual expenditures, COVID grants, school level funding, Indigenous education including a review of sample Indigenous student services provided by schools, alternative education program review, and ELL/ESD programming/services. The report contains recommendations in each of the categories. In particular, those matters related to Indigenous education, targeted dollars, and services to Indigenous students (in schools, Alternative education (ACP) and ELL/ESD) have significance to the ongoing implementation work of the district. Partial day attendance of Indigenous learners was identified in the Special Advisors report; this is also included in the Audit team's findings, and the lack of detailed Indigenous Alternate student files with evidence of additional supports being provided as is required by their placement in this program. While there was evidence of some progress in assessment, planning and instructional activities for Alternative education learners, they also noted a heavy reliance on traditional paper based, self-paced course packs/modules. It was also noted that some Indigenous learners still attend only partial days and that reporting on attendance is inconsistent.

A number of these observations reinforce observations from the initial Special Advisors report. For example, concerns with the automatic assessment of Indigenous learners as ELL/ESD was identified as an ongoing practice in some school sites. The culture of fear described in the initial report was cited as the reason for the lack of engagement among Indigenous parents; the lack of any system through which racism or discriminatory acts can be reviewed was also identified as a reason for parental trust in the district or its employees. Rights and title holder representatives were also consulted, and the lack of trust was also a finding in the Audit team's report. The lack of regular attendance of Indigenous learners in school continues to be an issue.

One area of concern we also draw attention to is the focus on individual school level budgeting and student support systems; the district continues to operationalize services using a decentralized model. The Audit team notes how this impedes the development of school based Indigenous education programming, as well as equitable programming across the district, as well as the ways in which such a model makes school leaders financial managers rather than educational leaders, focused on enhancing and supporting student learning in their buildings. We note the Audit team suggests a review of this practice, and as Advisors we also believe this review should be undertaken.

Given the scope of intersectionality between the Auditor's findings and the Special Advisors Report, it is imperative that these additional recommendations find their way into the district's overall implementation plan. The Secretary Treasurer is aware of the need for this action and has scheduled a meeting with senior leaders and the Board to ensure this work is completed shortly. In the section below, we include this as work that lies ahead.

Outstanding Issues and Observations

Overall, we want to assure the Minister that the district has made and is making progress. There are many positive initiatives underway, particularly related to Indigenous graduation initiatives, as well as an overall shift in mindset and a focus on Indigenous education, and a renewed commitment to doing work in partnership with rights and title holders in authentic, shared ways. Yet we also noted resistance in

some quarters, some of the time. We know these feelings are a natural outcome of pushing the district staff and leaders towards change that is perceived as externally driven. What we are starting to notice is push back from local district leaders against that narrative. It hasn't yet taken full hold, but there are signs that things are shifting towards greater inclusivity.

We recognize the implementation report developed by the Superintendent has become an important strategic document that the leaders in the district are using to guide the work towards fully implementing all recommendations of the report. We also know that not all recommendations have yet to be fully embraced; this will take more time. **Therefore, we believe that there needs to be continued monitoring of the district's progress in implementing the report and integrating into their reporting and accountability measures, with regular reports and updates to illustrate progress and sustainability measures.**

Other issues

1. Learner/employee satisfaction surveys and other external assessment measures are missing in the implementation plan at this point. For example, we wonder, how will the success of the IELT be assessed? How will student's sense of belonging be measured and reported on? What measures of student performance will they use to assess success in implementing their Indigenous education plan? Are employees feeling a greater sense of transparency and less fear in reporting concerns? Some of these assessment measures will need to involve creating new or modified measures; for example, we expect that graduation rates will continue to be used as a significant measure of progress, but how will the work of grad coaches be summarized and reported to illustrate supports for learners prior to graduation? How will community satisfaction be measured or assessed? We also believe that the senior leadership team will need to work with the IELT to determine which measures of success and/or progress matter most to them and respond accordingly. There is also a need to determine a regular reporting cycle to the Nations; we suggested during our last visit with the IELT that the MOU being developed by the Nations could include dates and lists of data to share.
2. Our Report recommended that an independent reporting mechanism be developed; its goal is to create a space/place where students, staff, or families can safely (and confidentiality) report and have concerns investigated and acted upon. The IELT members expressed concern with how to report incidents of racism, and this should be incorporated as a part of the work of this individual and/or office. The district has developed a draft Whistler Blower policy and are developing an anti-racism/anti-indigenous racism policy: these processes may lead to the creation of an independent third party and processes for reporting. In the interim, the IELT suggests that the Advisors could play this role.
3. No plans for a reconciliation or healing event have been announced or discussed. There is a need to build trust and apologize for past actions. We have given the Board and the senior leadership team instructions and advice about how to do this work, although it is not yet apparent to us how this will be accomplished.
4. There is still a feeling of things being performative or being done because the Advisors are there. It is clear not everyone believes or supports the Report, but we are slowly seeing some progress and increased learning and understanding by some. Some still express that what is in the Report is not true or it is an exaggeration – this must continue to be addressed directly and with accountability metrics. Continuing with Special Advisors in the immediate term may help to demonstrate that the commitment by the Minister and Ministry to Indigenous student success is permanent.
5. The Ministry Audit recommendations need to be fully integrated into the district's implementation plan. The next version of the report, when shared with the Ministry and/or Advisor's team must address these issues fully.

6. There should be a review of school-based budgeting and program implementation; we know the district is moving to a hybrid model (for example, the ELL/ESL programming will be re-developed into a district supported program) and would recommend that the senior leadership team prepare a report for the consideration of the Board about if this practice should be continued or phased out.
7. There is a need to engage with FN/IELT more fully in all aspects of Indigenous student learning, including more genuine, engaged and collaborative processes using tools like the strategic planning process and the Framework for Enhancing Student learning. At the present time, while these tools have potential as a means of ensuring sustainability and improved performance, they are not deeply or meaningfully embedded into district processes or practices.

Conclusion

While things are moving in the right direction in some areas in SD57, there are still significant concerns about the actual implementation of the recommendations. The number one priority of course is the success and complete support of Indigenous Learners and inclusion across all areas in the district. In addition to this priority, there are two clear major priorities: accountability and the relationship with Indigenous peoples.

Many of the Report recommendations address the need for systemic change in the district thus clear metrics and accountability must be a priority as well-written policies as procedures do not lead to change without measurable actions. Performative and token actions may look good in the media and in reports/policies, but they will not lead to systemic change. Additionally, a great deal of harm and pain has occurred in this district, and it must be addressed in bold and courageous ways. Mending these relationships will take intentional, honest ongoing work. Board Chair Sheryl Warrington has modelled increased self-awareness, learnings, and a commitment to make "things right". We have suggested all trustees and senior leaders follow suit. We have encouraged the Nations to give thought to what a new relationship and healing may look like.

There are many committed and inspiring individuals in the district and there is hope for change and for Prince George to be a leading district in the province in Indigenous education.

Appendix A: Ministerial Order: Report requirements

3. (a) assist the Board in:

i. ensuring the Board understands the findings and recommendations set out in the final “School District 57: Special Advisors Report”, authored by Catherine McGregor and Kory Wilson (the “McGregor and Wilson Report”);

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;

1. address the findings in the McGregor and Wilson Report regarding systemic racism in behaviours and practises within School District No. 57’s school community;

2. improve school district financial planning, including aligning finances with Board priorities;

3. develop and implement strategies for rebuilding the relationship between the Board and local First Nations; and

- 4.. 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.

4 In assisting the Board as described in section 3, the special advisory committee will work with the Board and with Ministry of Education staff as necessary.

5 The special advisory committee will submit reports to the Minister in respect of progress made in carrying out the duties set out in sections 3 and 4 as follows:

(a) at least every two months, and

(b) a final report on or before March 15, 2022.

6 In the reports required to be submitted under section 5, the special advisory committee will include:

(a) an assessment of the Board’s progress towards developing and implementing the Strategic Work Plan, including the Board’s specific progress in each of the five areas set out in section 3(a)(ii);

and (b) any other relevant information or recommendations that the Minister directs.

Appendix B: SD 57 Strategic Workplan (attached as a separate document)

Appendix C: Anti-Indigenous Racism policy (draft)

Anti-Indigenous Racism Policy

Strategic Alignment:

1. Truth and Reconciliation
2. Equity
3. Wellness
4. Learning

Ministry Directive:

Prepared by:

Submitted by:

Racism in Schools: A Barrier to Education among Indigenous Students

Many reports exist condemning the state of Indigenous education in Canada and calling for system wide efforts to improve conditions and outcomes for Indigenous students.

“It is difficult to imagine how an Indian child attending an ordinary public school could develop anything but a negative self-image. First, there is nothing from his culture represented in the school or valued by it. Second, the Indian child often gains the impression that nothing he or other Indians do is right when compared to what non-Indian children are doing... They have little reason to like or to be interested in the school in any way, in or out of the classroom, and it does not provide a path to the jobs some expect from it” (Hawthorn, 1967, p.6, 142).

“For the most part, the school represents a new and strange cultural atmosphere to which they cannot easily adapt. In addition, many Native youngsters face a crisis in terms of their identity and must suffer the low esteem in which they are held by the majority of their classmates” (Sullivan, 1988, p.207). A decade later, the Royal Commission on Aboriginal Peoples (1996) reiterated the myriad ways in which public schools fail their Aboriginal students, including: racism; the use of biased standardized assessments; guiding Aboriginal students away from rigorous academic programs; the absence of Aboriginal perspectives in the curriculum; a lack of Aboriginal teachers, staff, administrators and decision-makers; and inadequate funding. Five years later, the BC Human Rights Commission (2001) reported that: “It is obvious from the literature and observation of the situation in British Columbia that Aboriginal children and youth still do not receive equal education” (p.9).

BC’s Auditor General recently reported that, although there has been some progress, the BC government’s commitment to close the Aboriginal/non-Aboriginal gaps in education by 2015 has not been fulfilled. Persistent gaps remain and Aboriginal students continue to face barriers to success in public schools—including racism. (Directions Evidence and Policy Research Group, LLP, p.4-5).

“Our public education system needs to influence behaviour by undertaking to teach our children—Aboriginal and non-Aboriginal—how to speak respectfully to, and about, each other in the future” (TRC Background & Elaboration).

Building a foundation for change by removing barriers in employment, justice, and social participation. We need to promote a district where every person is able to fully participate and have an equal opportunity to succeed. Building a district that is free of racism requires ongoing commitment from people at all levels. If we demonstrate Leadership in this work, and we empower communities, we can build awareness and change attitudes. We need to increase public awareness and understanding of the historical roots of racism and its different impacts on Indigenous people.

Racism: A Definition

Defining **racism** as “a series of persistent practices that systemically and unjustly allocate advantages to certain groups and individuals” (Ran, 1998, p.2) acknowledges both the harm that results from racism perpetuated in the context of power imbalance and the systematic nature of power-based racism. The role of power and inequitable distributions of privilege in racism has been acknowledged by many other scholars, who refer to exploitative intergroup relations (Miles, 1989), the propagation and justification of unequal treatment (Essed, 1990), producing disparities in life chances (Pettman, 1986), and maintaining or exacerbating inequality of opportunity (Berman & Paradies, 2010).

There are several categories of racism, including: verbal attacks, psychological abuse, low expectations, low attendance, social isolation and marginalization, professional indifference, systemic racism, and denial of racism and its effects.

“**Anti-racist education**” (also called racism awareness) addresses racism directly through discussion of past and present racism and by examining the economic, structural and historical roots of inequality. It also includes self-examination to identify internal biases and unacknowledged race-based privilege. The purpose of anti-racist education is to develop an understanding of the dynamics of racism and to build capacity to respond to racism.

“**Anti-Indigenous Racism**” is the ongoing race-based discrimination, negative stereotyping, and injustice experienced by Indigenous Peoples within Canada. It includes ideas and practices that establish, maintain and perpetuate power imbalances, systemic barriers, and inequitable outcomes that stem from the legacy of colonial practices in Canada.

Prejudice, attitudes, beliefs, stereotyping and discrimination that is directed at people of Indigenous ancestry and is rooted in their history and experience of colonization. Systemic anti-Indigenous racism is evident in discriminatory federal policies such as the Indian Act and the residential school system. It is deeply entrenched in Canadian institutions, policies and practices, such that anti-Indigenous racism is either functionally normalized or rendered invisible to the larger non-Indigenous society. Anti-Indigenous racism is manifested in the legacy of the current social, economic, and political marginalization of Indigenous people in society such as the lack of opportunities, lower socio-economic status, higher unemployment, significant poverty rates, inequitable outcomes in education, well-being, health, and an over representation in the criminal justice system and child welfare systems. (From Anti-Black racism definition). Individual lived experiences of anti-Indigenous racism can be seen in the rise in acts of hostility and violence directed at Indigenous people.

Preamble

The Anti-Indigenous Racism Policy will set the groundwork to help disrupt and dismantle systemic racial discrimination, and anti-Indigenous racism in SD57. The Anti-Indigenous Racism policy objectives will be, but not limited, to the following:

- Being proactive in dismantling practices and structures that are racist and discriminatory
- Entrench the recognition of the longstanding inequities that Indigenous have experienced in SD57
- Establish common language that will help to ensure of Indigenous history and racism
- Fulfill the Ministry directive of creating and implementing anti-racism work to address inequitable outcomes for Indigenous communities

This policy will attempt to disrupt processes and practices that most negatively impact Indigenous students, staff and communities...

The Anti-Indigenous Racism Policy intersects with all areas of the Board's Strategic Plan and will have a positive impact in the area of accountability ensuring such acts are named and reported. This policy will address disparities and disproportionalities in areas such as student discipline and streaming.

To build trust with Indigenous communities, the board's co-construction of this policy alongside the local First Nations is critical. The co-creation of this policy will honour the lived experiences of the Indigenous people from the local First Nations communities. This demonstrates the important role that the First Nations of this land play in the development of this policy.

Regulations

1. The school district considers anti-Indigenous racism to be an important goal. Alleged harassment by staff or students will be investigated promptly, thoroughly and in a sensitive manner, adhering to the principles of confidentiality and due process.
2. This policy will not be exclusive of those provisions relating to multiculturalism, racial harmony and anti-racism that have already been adopted by the Board. Policies entitled Rights and Responsibilities, District Code of Student Conduct, Selection of Learning Resources and Controversial Learning Resources, as well as the school district's Statement of Philosophy and Goals, include statements that encourage the development of awareness, understanding and respect for others of different ethnic, cultural and linguistic heritages.
3. Principals shall not knowingly admit to the school or classroom any person, group or association whose intent it is to discriminate, imply discrimination, stereotype, show prejudice and/or hate to others based on Indigenous ancestry.
4. Ensuring individuals who are targets of prejudice, discrimination, hate and/or racism are offered support following an incident.
5. The district is committed to ensure that all schools' Codes of Conducts make explicit reference to the prohibited grounds of discrimination in the BC Human Rights Code
6. School District No. 57 shall support employment equity, through the provision of effective processes to recruit, retain and develop all staff of Indigenous ancestry.
7. The district will develop and support an environment that affirms, respects, reflects and celebrates the Indigenous ways of Knowing and Being and will honour the diversity the Indigenous communities have to offer our society. SD57 is committed to increasing knowledge and understanding of the histories, cultures and experiences of Indigenous people as the First Peoples of Canada, with a focus on First Peoples British Columbia and the effects of the Indian

Residential School System. SD57 will commit to using quality teaching and assessment practices and resources that are culturally inclusive.

8. The board will support educational equity through the provision of quality programs that will support our Indigenous Learners to success. SD57 values the skills, experiences and knowledge of Indigenous people and will increase the participation and retention of Indigenous students in schools. SD57 is committed to implementing Indigenous studies programs, Indigenous language programs, Indigenous cross-curricular content within schools, and Indigenous perspectives in education.
9. The board is committed to creating a workplace environment that values the Indigenous people of this land. SD57 is committed to collaborative decision making with Indigenous Peoples, parents, caregivers, families and their communities. SD57 recognizes the Lheidli T'enneh First Nation (LTFN) and McLeod Lake Indian Band (MLIB) as the peak Communities advisory body to School District #57 on Indigenous education at all levels and in all stages of planning and decision making.

This policy is supported by Administrative Procedure

Possible Administrative Procedure

Procedures:

1. Conduct

All students, employees, contractors, visitors, or any other persons who use District facilities shall be expected to conduct themselves in accordance with the District's commitment to non-discrimination, human rights, and cross-cultural understanding as set out in this Administrative Procedure.

In order to reflect the Prince George School District's commitment to supporting anti-Indigenous Racism, the District expects:

- a) All students, employees, contractors, visitors, or any other persons who use District facilities will be vigilant and take action against individual discriminatory attitudes and behaviours towards Indigenous people so that all students and staff are treated with fairness and respect.
- b) Allegations of Indigenous racist language, behaviour, or discrimination will be reported to the Teacher or Principal in the case of students. In the case of employees, allegations will be reported to the immediate supervisor or Human Resources.
- c) Schools to discuss these issues using age-appropriate language and behaviour in accordance with their schools' code of conduct.
- d) School and classroom environments to be free of racial discrimination and encourage anti-Indigenous racist behaviour.
- e) Staff and students will use language and behaviour that does not degrade, label, stereotype, or incite ridicule, hatred, prejudice, discrimination or harassment towards others on the basis of their Indigenous ancestry.

2. Staff Training

- a. The District recognizes that general staff development on anti-Indigenous racism is fundamental to creating organizational change. All staff members need the knowledge, skills and attitudes to understand and respectfully engage with Indigenous people and their communities.
- b. The District will provide training for all staff, elected Trustees, and Parent Advisory Councils to develop their knowledge, skills, awareness, and behaviours to identify and eliminate racism, and to foster dialogue that promotes anti-Indigenous racism and creates understanding and respect. This includes learning to understand and dismantle personal biases and privilege.

3. Curriculum

The District will support staff to:

- a. Critically engage with current recommended learning resources and strategies to provide opportunities for all students and staff to develop positive awareness with respect to human rights and anti-Indigenous racism.
- b. Create or acquire appropriate, current, and relevant recommended learning resources for anti-indigenous racism
- c. Support anti-Indigenous education at all grade levels using age-appropriate language and include examples of more inclusive resources.
- d. Examine library resources and curriculum to identify racial bias towards Indigenous people and history.

4. School and Community Relations

- a. The District will continue to develop partnerships that promote effective participation in the education process by Indigenous community organizations and the local Indigenous communities
- b. The District will continue to support the existence of anti-Indigenous initiatives in Prince George schools.

5. Employment

- a. Conduct consistent with this Administrative Procedure is considered to be a term and condition for employment for all staff.
- b. The District is committed to taking reasonable and proactive steps to ensure that District employees responsible for personnel selection shall be provided with training to enhance their sensitivity to human rights issues including bias and anti-Indigenous racism.
- c. Making a strong effort to employ/hire, recruit and retain more qualified individuals representing the Indigenous community in an attempt to better reflect the Indigenous student populations of the District.
- d. All employees of the school district will be supported in being able to identify discriminatory attitudes and behaviours as described in this policy and are expected to be committed to eliminating the harm, inequities and barriers that might exist in relation to Indigenous ancestry.
- e. Indigenous students and employees will be given the support they require to do their work in a safe and respectful environment.

Summary of Progress Towards Addressing the Recommendations

Special Advisor's Recommendation	Not yet addressed / Begun / Well underway / Completed
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 <i>"In Plain Sight"</i> 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 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 maximize 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	
10. That the Board of Education review and implement an equity lens that will be used to review all policy and procedure practices.	Begun

April 12, 2022

Summary of Progress Towards Addressing the Recommendations

Special Advisor's Recommendation	Not yet addressed / Begun / Well underway / Completed
<p>11. That the Board of Education create a series of policies that considers:</p> <ul style="list-style-type: none"> 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 <i>DRIPA</i> 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) a 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 policies 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 	Begun
12. That an Indigenous Assistant Superintendent position be created in the district.	Completed
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.	Not Yet Addressed
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).	Begun
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.	Well underway

April 12, 2022

Summary of Progress Towards Addressing the Recommendations

Special Advisor's Recommendation	Not yet addressed / Begun / Well underway / Completed
16. That the District graduation reports are specific on those students with regular Dogwoods and those without.	Well underway
17. That there is a clear process for consistent consultation with First Peoples and process for authentic input and influence.	Well Underway
18. That all Indigenous students are monitored and tracked to ensure timely and effective support.	Well underway
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 <i>Indigenous Education Partners Committee</i> . 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	Well underway
20. That there is restorative dialogue that leads to a healing ceremony. This must meaningful and authentic with a clear path forward.	Not yet addressed
21. That there are ongoing, consistent traditional land and territory acknowledgement, culture days, storytelling with elders, traditional food choices in schools.	Begun
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.	Begun
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.	Not Yet Addressed
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.	Begun

April 12, 2022

Summary of Progress Towards Addressing the Recommendations

Special Advisor's Recommendation	Not yet addressed / Begun / Well underway / Completed
25. That any and all programming which systematically limits students from full day, regular classroom school placements be immediately identified & reviewed for systemic biases	Begun
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.	Begun
27. That the senior leadership teamwork with Indigenous communities and rightsholders to ensure there is successful social, emotional and academic transitioning for students leaving community	Begun
28. That the district build on its engagement with students and create more opportunities for student voice and participation in district and school decisions	Begun
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.	Begun
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.	Begun
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.	Well underway
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.	Begun
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.	Not yet begun

April 12, 2022

Summary of Progress Towards Addressing the Recommendations

Special Advisor's Recommendation	Not yet addressed / Begun / Well underway / Completed
34. That Indigenous education is a clear priority in the SD57 Strategic Plan and evident in all policies and procedures and its strategic plan.	Well underway
35. Each administrative unit 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.	Begun
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.	Well underway
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.	Completed
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.	Well underway
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.	Well underway
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.	Begun
41. That Indigenous Principal/Assistant Superintendent's salary be funded through core dollars not taken from targeted funds.	Completed

April 12, 2022

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:

- 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 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)
- 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)
- Create new policies through working groups to co-construct with Rightholders/Stakeholders and community experts as needed. (present and 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)

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 policies 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.*

Board Action:

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>a) Mandatory participation in anti-oppressive, cultural safety & Indigenous competency training.</p> | <ul style="list-style-type: none"> • 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) • As part of the proposed Policy and Administrative Procedure there is an expectation that mandatory training occurs annually (begin September 2022)

<i>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.</i> • As part of the <u>Strategic Plan Year 1 and 2 Implementation</u> 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) |
| <p>b) Revises the policy for parental appeals.</p> | <ul style="list-style-type: none"> • 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 <u>Bylaw 4 Appeals</u> and Draft Policy 13, Draft AP 152 Complaint resolution process, Draft AP Office of the Ombudsman Referral (implement September 2022) |
| <p>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.</p> | <ul style="list-style-type: none"> • Begin this recommendation discussion at the Policy and Governance Committee. <u>Policy 8310, Draft Policy 10 Policy making, AP 120 and AP 121</u> (Begin September 2022, need to involve IELT) |

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 policies for how 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.

- 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

- Review Policies Role of the Board and Role of the Superintendent (complete as part of Policy revision work)
- 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)

- 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 topic (current and ongoing)

- 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)

- 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)

- 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

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 (March 2022)
- Support the work to develop Confidential Reporting- Whistleblower policy (currently under development for September 2022 Implementation)

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)
 - 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 21st 2022 National Indigenous Peoples Day (April 2022)
- 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 to review student achievement, progress on this work-plan, Strategic Implementation Plan as part of the continuous improvement cycle and school Indigenous Education Plans. (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 need to 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 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 published 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 her 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)
 - Includes mandatory annual training
- Develop a stand alone Anti-Indigenous Racism Policy (Implementation Sept. 2022)
- 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 17I 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 and 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 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. (current and ongoing).
- Here are some specific examples:
 - The district has a hardship policy - no student should have hardship costs covered through targeted dollars, these costs should be absorbed at either the school or district level not Targeted dollars.
 - If students are eligible to access food through a school, district or community food or meals program then we should not be paying for food supplies from targeted dollars other than those that are specifically provided for through a cultural component of a particular indigenous educational program or services which are offered at some of our schools. If a school provides transportation to students to and from home or to appointments, then the cost of transporting an Indigenous student should be covered using similar funding sources and not be paid for from targeted Indigenous dollars. Transportation provided to only indigenous students to provide additional supports for their success may qualify for targeted Indigenous funding use. IEW Supplies budgets can be used to support cultural lessons that the IEW would like to deliver. No funds should be spent from these accounts without consultation with the IEW in the school.
 - Targeted Indigenous funding can be used in the development and delivery of Indigenous education programs and services to integrate Indigenous culture or language (or both). Examples of this would be the land-based programs which are being delivered in our district as well as the language development. These programs and services are in addition to other programs which are available, and both provide support for Indigenous students to succeed.

- Targeted Indigenous funding should not be used to replace other funded programs such as Inclusive education or English language learning.

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 from 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 (New), 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
PGPVPA	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