

School District #60 (Peace River North)
Committee of the Whole
Regular Meeting
Monday, October 31, 2022 @ 1:30 p.m.
AGENDA

Education

1. **Education Update**
Stephen Petrucci, Superintendent

Framework Presentation (Attachment)
 - a) Indigenous Education
Pat Jansen, District Principal
Carleen Andrews, Director of Instruction

Governance

Human Resources

Operations

1. **Operations Report (Attachment)**
Angela Telford, Secretary-Treasurer





Indigenous Education Centre

School District No. 60 Peace River North
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FRAMEWORK FOR ENHANCING STUDENT LEARNING 2022-23

Oct. 31, 2022

District Indigenous Principal Pat Jansen & Director of Instruction Carleen Andrews

PREAMBLE

We would like to acknowledge we reside on TSAA? ÇHÉ NE DANE, within Treaty 8 territory.

Our “Indigenous Education Advisory Council” members are representatives from the following education right-holders; three surrounding communities; Doig First Nation, Blueberry First Nation, Halfway First Nation; Fort St. John Friendship Society, Fort St. John Métis Society, North East Native Advancing Society, Nenane Dane Zaa Deh Zona Family Services Society, Treaty 8 Tribal Association, Métis ISETP, Fort St John Metis Society; Northern Lights College; student representatives, parent representatives, elder representatives, School District No 60 Superintendent and/or Director of Instruction, The second Enhancement Agreement (EA) 2016-2021 was developed, and will be implemented, with the guidance and approval of the [Indigenous] Aboriginal Education Advisory Council (AEAC) and the former communities with the vision and spirit of continuously improved Indigenous students educational outcomes, and achieving equity for all Indigenous students within our school district.

A. MISSION STATEMENT: 2016-2022 ENHANCEMENT AGREEMENT (EA):

The Enhancement Agreement goal is to have all Aboriginal students graduate to pursue their passions, interests and reach their fullest potential.

EA Guiding Principles

Creator, we give thanks for the day, our children, Mother Earth, and all the good things you have provided. May we honor our children so they can learn to believe in themselves and live out their dreams as they travel their journey in life. Give us the wisdom to respect and support the spirit of our children.

- We have developed the last Enhancement Agreement with the spirit of our children in mind. Our goal for the youth is to identify and enhance their strengths.
- Sense of Belonging, honoring the spirit of every child. Acknowledgement of the emotional needs of students.
- We acknowledge the Elders and those who have experienced residential schools - we honor you.

B. INDIGENOUS STUDENT DEMOGRAPHICS:**2020/21 HAWD REPORT SUMMARY**

| YEAR | # ALL STUDENTS | INDIGENOUS STUDENTS | % | OFF-RESERVE | ON-RESERVE | % |
|---------|----------------|---------------------|------|-------------|------------|-----|
| 2015/16 | 6,265 | 1,352 | 21.6 | 1,232 | 120 | 10% |
| 2016/17 | 6,180 | 1,350 | 21.8 | 1,224 | 126 | 10% |
| 2017/18 | 6,359 | 1,394 | 21.9 | 1,297 | 97 | 7% |
| 2018/19 | 6,398 | 1,364 | 21.3 | 1,260 | 104 | 8% |
| 2019/20 | 6,484 | 1,363 | 21.0 | 1,261 | 102 | 8% |
| 2020/21 | 6,284 | 1,250 | 19.9 | 1,242 | 83 | 7% |

C. 2022/23 DISTRICT INDIGENOUS EDUCATION STAFF: 34 (not all are 1.0 FTE)

| Schools | ISSW | YCW | Teacher / Counselor | Transition Coach | Admin. Secretary |
|-------------------------|-----------|----------|---------------------|------------------|------------------|
| 12 Elementary | 10 | 2 | | | |
| 3 Elem/ & Jr. Secondary | 3 | | | | |
| 2 Middle | 2 | 1 | 2.5 | 1.5 | |
| 2 Secondary | 0 | 3 | 1 | 3 | |
| IEC Office | | 2 | 3 | | 2 |
| 2020/21 TOTAL | 15 | 8 | 6.5 | 4.5 | 2 |

2nd Annual Indigenous Planning Day at Camp Cameron, Oct 5, 2022



Discussion Topics

1. Invited Council parent representatives
 2. Equity Scan - carousel summary of Indigenous Education Staff Survey
 3. NPSS - Indigenous team presented on their strong program
 4. Culture / Language
 - a. Indigenous Language
 5. Student Wellness
 - a. Seven Teachings w/activity
 6. Academic: -
 - a. Math resource
 7. Knowledge Keepers information
 - a. Tabled for an NID
- * District Indigenous staff took leadership roles in supporting the day.

Three Goals

1. Wellness of Student



2. Local histories and cultures. Doig Day Opening



3. Academic / Career Success Grad Barbeque

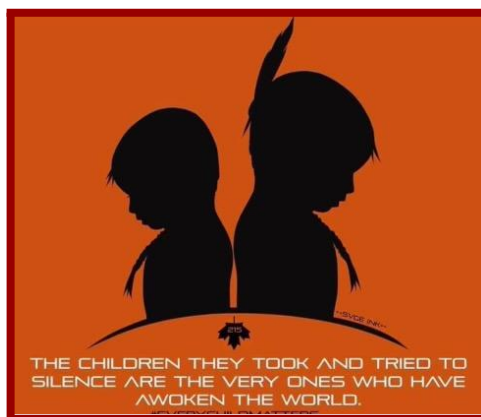
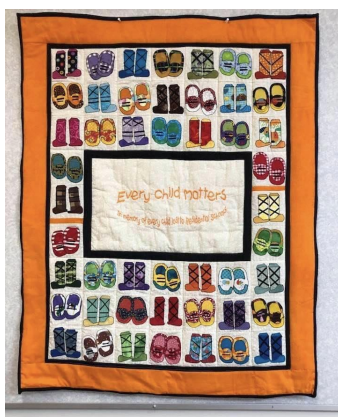


| Goal #1 Improve the Sense of Well Being of All Indigenous Students | |
|--|--|
| <p style="text-align: center;">RATIONALE:</p> <p>A. Dr Martin Brokenleg (2009) asserts that nothing happens until belonging happens. When a crisis happens, the first priority is to stabilize the youth with support, create a connection</p> <p>B. The biggest predictor from grade three is their “Sense of Belonging” whether a student will succeed in school (Dr. J. Katz, 2016)</p> <p>C. Certain kinds of parental involvement pay handsome dividends: higher student achievement, higher aspirations, better attendance, improved classrooms and school climate and more positive relationships between parents and teachers (Ziegler, 1987)</p> | |
| <u>Strategies/Actions</u> | PERFORMANCE INDICATORS: |
| Sense of Belonging Surveys | <ul style="list-style-type: none"> • School District Sense of Belonging Survey • Student Attendance through ASSESS • Two or more adult connections in their school |
| Transition Coach/Support/Counselors Teacher | <ul style="list-style-type: none"> • Relationships are key to Indigenous student success. Student, parent and community contact is tracked through our ASSESS program, Learning Journeys • Response to Intervention (RTI) process • Transition strategies ie. Baseball game, Leadership groups, Graduation dinner, • School visits preparing for next school • Inservices for staff i.e. Trauma-informed practices etc. |
| Support Staff | <ul style="list-style-type: none"> • Create a safe and welcoming space for their students, families and others • Positive role models • Number of students accessing the Indigenous Student Support Worker program, ASSESS • Home and community visits • First Nation Youth Care Worker for 3 bands • Attend inservices to better serve their students wellness needs |
| Equity in Action | <p>Oct 5, 2022 Equity Scan highlights with Indigenous Staff</p> <ul style="list-style-type: none"> • Continue meeting with Rightful stakeholders, staff, parents and communities • Surveys to be completed by 2022/23, development of a plan |
| Time frame: Ongoing | Responsibility: District Director of Instruction, Indigenous Administration, IECtr staff, students |

Goal #2
All students will increase their awareness and understanding of local Indigenous histories and cultures

Rationale

- A. The emphasis of the 2016 curriculum on Indigenous content K-12
- B. Reclaiming Indigenous languages is critical, a mandated letter from the [BC] Premier (JCAM Oct 28, 2021)
- C. Truth and Reconciliation Recommendation 63: We call upon the Council of MOE ...
 - a. Developing and implementing K-12 curriculum & learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools ...
 - b. Teachers are a direct link to our students. Teachers are more willing to include Aboriginal content in their classrooms if they feel they are supported and have relevant knowledge



Sept 30, 2021 - 1st "National Day for Truth and Reconciliation"

| <u>Strategies/Actions</u> | PERFORMANCE INDICATORS |
|---|--|
| Indigenous Culture and Language Teacher to promote authentic learning opportunities for school district students and teachers. | Lessons and units need to have authentic Indigenous content and perspectives - I-ECtr Cultural Excel summary presented to Council |
| Indigenous curriculum learning opportunities for teachers | Continue - Indigenous Curriculum Committee |
| On-going embedded professional development that promotes critical thinking with an Indigenous paradigm i.e. land-based learning | Provide Indigenous curriculum resources that provide authentic Indigenous content through our library and our support rooms |
| Promote First Principles of Learning (FNEsc) | In collaboration with rightful stakeholders, provide at minimum once a year, Indigenous Learning Day for SD 60 staff - track number of teaching/support staff. |



MMMCS

Cultural/Language Teacher, YCW/ISSW
Promote Indigenous language in their
classrooms and schools



- SD 60 Indigenous word of the day/week
- Promotion of Indigenous language
- Middle school practicing “O Canada” in Cree for Veterans Day assembly
- Language boards (common words/phrases)
- Beaver/Cree Coloring books
- Dane-zaa coloring book K-3
- Welcome song in Cree
- Language learning animals w/visuals, numbers and BINGO game
- Land-based learning i.e. tree, water etc.
- Celebrate First Nations, Metis and Inuit culture

Strategies is to develop educator
competence

The Indigenous Education Centre staff must be provided tools/strategies to support school and community learning and development.
Staff development includes activities that enable shared understanding, cultural competence and a history of local knowledge in order to support authentic Indigenous experiences

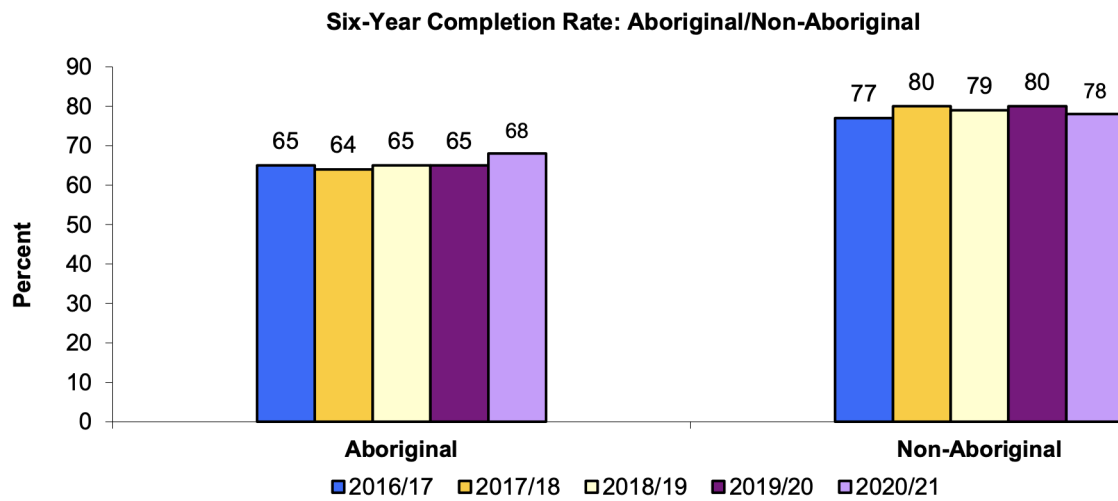
Time frame: Ongoing

Responsibility: District Director of Instruction, Indigenous Administrator, Culture and Language Teacher, and support staff

Goal #3
To improve graduation rates, post secondary opportunities and career choices for all Indigenous students

RATIONALE:

- A. In order to achieve academic success for our Indigenous learners must continue to improve their literacy, numeracy and writing skills
- B. Indigenous students need to be made aware of the various educational choices that are available to them, so they can make informed decisions about their program and career choices
- C. There is a direct correlation between higher education, employment rate, higher income and quality of life.



| Strategies/Actions | PERFORMANCE INDICATORS: |
|--|---|
| Provide academic support/coaching strategies to teachers and support staff | <ul style="list-style-type: none"> Math strategy inservices Literacy and Writing strategy inservices - collaborate with district curriculum staff Increase tutoring opportunities - ASSESS |
| Career Programs Coordinator - Indigenous students need to be made aware of the various educational choices that are available to them. | <ul style="list-style-type: none"> Track how many Indigenous students will participate in Maker Space, work experience and other post-secondary opportunities. Track number of students involved in trades and work experience courses Number of Indigenous students involved in career programs such as; Dual credit, Project Heavy Duty, Hairdressing, work experience, etc. |
| Transition Coaches / Indigenous Principal | <ul style="list-style-type: none"> Number of Indigenous graduates Number of students applying for post-secondary institutions Course selection Provide two academic & career bursaries |
| Improve graduations rates for all Indigenous | <ul style="list-style-type: none"> Track number of Indigenous graduates |

| | |
|--|--|
| students | Six-Yr completion rate - HAWD <ul style="list-style-type: none"> Track number of Dogwood and Completion Certificates - HAWD |
| Continuous monitoring of students, using our “Response To Intervention (RTI) Indigenous Student Success” model | <ul style="list-style-type: none"> Promotion and reviewing the RTI and connecting with students, parents and staff when needed Regular middle/high school Indigenous student support meetings |
| Equity in Action | Oct 2, 2020 Equity Committee met w/Joseph Heslip, Secondee, Field Liaison Indigenous Education Ministry of Education <ul style="list-style-type: none"> Continue meeting with rightful stakeholders, students, staff, parents and council. Surveys to be completed in the 2022-23 school year, then the development of a Equity-in-Action Plan |
| Time frame: Ongoing | Responsibility: District Director of Instruction, Indigenous Administration, IECtr staff, students, parents |

E. CELEBRATIONS

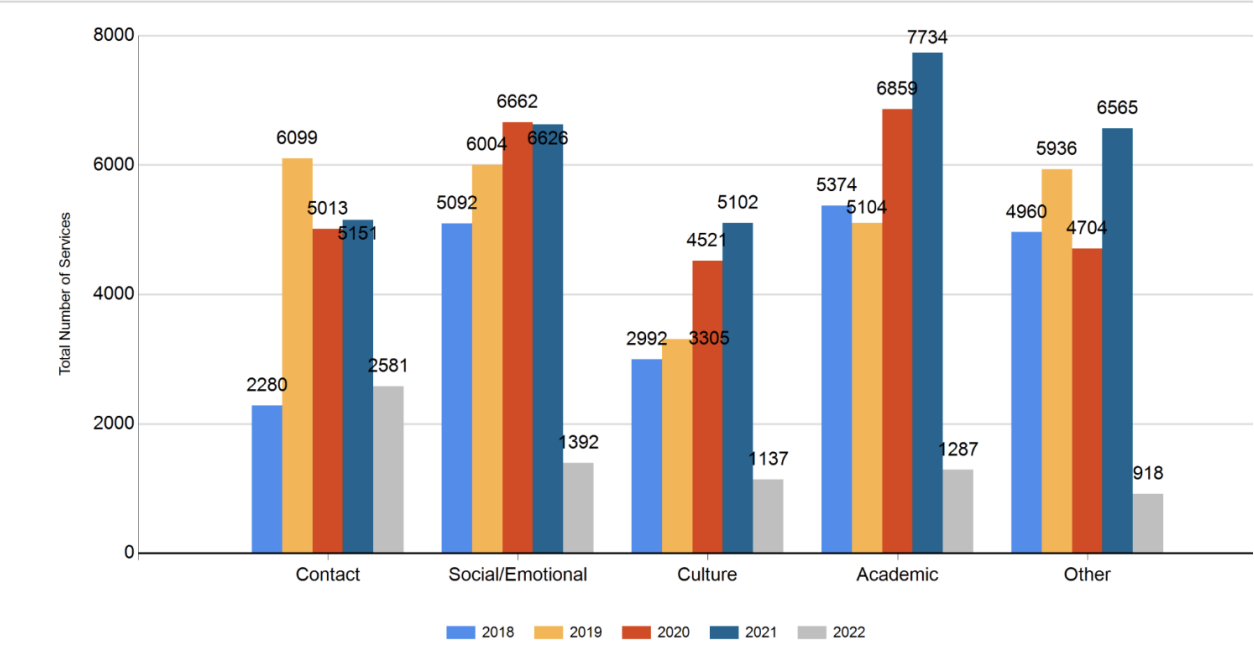
| What are we Celebrating? |
|--|
| <ul style="list-style-type: none"> 10% gap between Indigenous and Non-Indigenous graduation rate Support Teacher/Transition Program - Indigenous student success rate has improved. HAWD Report “Six Year Completion Rate” indicators ASSESS - Supervision for Learning Equity in Action Project - Province of BC Annual Indigenous Education Centre Staff Planning Day Strong Indigenous Education Advisory Council Indigenous Learning Day Pro-D Indigenous Grad Barbecue Human Rights Clause (2022) First Nation Relationships and events: Community dinners, Doig Day partnership etc. |

F. SCHOOL DISTRICT NO. 60 INDIGENOUS ASSESS DATA DASHBOARD

ASSESS - INDICATOR OF STUDENT SUPPORT SERVICE 2018-2022

Aboriginal Services Summary Trending Report

Collection Month: All Months For: District



2021-22 SD 60 ASSESS INDIGENOUS STUDENT SERVICE DASHBOARD

| | | |
|------------------------|--------------------------------|-------|
| <u>CONTACTS</u> | Parents/Guardians | 1,832 |
| | School Staff | 1,676 |
| | 1701 | 909 |
| | Emotional Supports | 876 |
| | Indigenous Education Counselor | 402 |
| | Outside Agency | 176 |
| | Band contacts | 147 |
| | Home Visits | 15 |

| | | |
|------------------------|-------------------|-------|
| <u>ACADEMIC</u> | Classroom | 5,296 |
| | Tutorial | 1,213 |
| | Learning Journeys | 842 |
| | Careers | 383 |

| | | |
|-----------------------|-----------------------|-------|
| <u>CULTURE</u> | Cultural Events | 1,669 |
| | Arts | 1,187 |
| | Traditional Teachings | 1,013 |
| | Language | 798 |
| | Talking Circles | 361 |
| | Dance | 56 |
| | Drumming | 18 |
| | Sweats | 0 |

| | | |
|-------------------------|-------------------|-------|
| <u>Social</u> | Relationship Bldg | 3,824 |
| <u>Emotional</u> | Student Successes | 1,505 |
| | Emotional Support | 876 |
| | Behavior Support | 411 |
| | Healing Circles | 10 |

| | | |
|---------------------|----------------|-------|
| <u>OTHER</u> | Food other | 1,967 |
| | Misc. | 1,875 |
| | Academic other | 1,301 |
| | Culture other | 731 |
| | Contact other | 417 |
| | SEL other | 142 |
| | Transportation | 12 |

2021-22 SD 60 ASSESS “FIRST NATION” SERVICE DASHBOARD

| | BLUEBERRY (23on-41off) | DOIG (21on-20off) | HALFWAY(30on-16off) |
|--------------------------------|------------------------|-------------------|---------------------|
| <u>CONTACTS</u> | | | |
| Parent//Homestay | 92 | 62 | 53 |
| Outside Agency | 14 | 7 | 2 |
| Band Contact | 54 | 13 | 15 |
| School Staff | 117 | 82 | 72 |
| Counselor | 22 | 36 | 134 |
| Home Visits | 0 | 0 | 0 |
| <u>ACADEMICS</u> | | | |
| Tutorial | 62 | 61 | 46 |
| Careers | 25 | 20 | 14 |
| Classroom | 158 | 117 | 158 |
| Learning Journeys | 22 | 19 | 46 |
| <u>SOCIAL EMOTIONAL</u> | | | |
| Emotional Support | 62 | 45 | 32 |
| Healing Circles | 0 | 0 | 5 |
| Behavior Support | 10 | 16 | 34 |
| Student Successes | 76 | 56 | 46 |
| Relationship Building | 216 | 213 | 154 |
| <u>CULTURE</u> | | | |
| Drumming | 6 | 1 | 3 |
| Language | 36 | 40 | 32 |
| Sweats | 0 | 0 | 0 |
| Arts | 47 | 27 | 73 |
| Talking Circles | 4 | 2 | 11 |
| Cultural Events | 58 | 52 | 42 |
| Traditional Teachings | 35 | 29 | 44 |
| Dance | 0 | 0 | 2 |

G. COMMUNICATION

The Indigenous Education Centre FESL will be presented and discussed at our staff meetings, ISSW/IYCW and Support Teacher and Transition Coach meetings. It will also be presented at the Education Advisory Council meeting. The public forum will be on our website.

H. FUTURE GOALS

- Continue closing the graduation rate between the School District No 60 Indigenous students and the Non-Indigenous students (lower than 10%)
- Focusing on resuming with the Equity Scan Process
- Building an enclosed outdoor education learning space for our site. The building must be engineered to be used year round.

ACRONYMS

ASSESS - Assessment

EA - Enhancement Agreement

FESL- Framework for Enhancing Student Learning

FIRST NATIONS - Students who are connected to a band, they have a status number

HAWD - “How Are We Doing?” Annual Indigenous Report by the Ministry of Education

IEC - Indigenous Education Centre

IEAC - Indigenous Education Advisory Council

INDIGENOUS - encompasses all Indigenous students, First Nation (status/non-status), Metis and Inuit

ISSW - Indigenous Student Support Worker

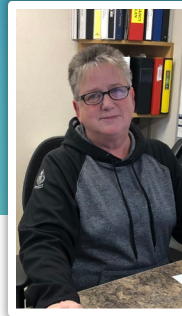
IYCW - Indigenous Youth Care Worker

ST - Support Teacher

TC - Transition Coach

Operations Update

October 31, 2022



Facilities

- Upper Halfway Gymnasium – foundation has started and the old playground has been removed
- Bert Ambrose project is completed; including pavement
- Lighting upgrades at Dr. Kearney Middle School
- Siding is complete at Dr. Kearney
- Winter operations – Equipment is prepared and crew is ready to move to night shifts as conditions require
- Upper Pine School saw levelling out of entrance and addition of handrails
- NPSS flooring to be addressed in the near future with a new coating in both gyms

Safety & Custodial

- Vaccination Clinic to take place on November 12 & 13 @ Central School. Hudson's Hope Clinic took place on October 28
 - Clinic cancelled in HH due to low registration
- Custodial positions are still shifting
- Work is beginning on Risk Management with Schools

Technology

- Arrival of Wireless access points for schools
- Cameron Lake received Starlink Internet
- Copier issues being addressed at Dr. Kearney and Ma Murray

Transportation

- New Hoist in the transportation department is functioning well and things are getting back to normal in the shop
- Currently hiring a mechanic
- Bus driver recruitment is still ongoing; currently have 1 position that is difficult to fill
- Bus route cancellation is low so far this year