

ADMIN PROCEDURES MANUAL
Administrative Procedure 207

INDIGENOUS EDUCATION

The District acknowledges the Qayqayt First Nation and all Coast Salish people on whose traditional and unceded territories we live, we learn, we play and we do our work.

The District respects and acknowledges a commitment to Truth and Reconciliation Commission of Canada's (TRC) Calls to Action, including but not limited to reconciliation, Missing and Murdered Indigenous Women and Girls, and the United Nations Declaration on the Rights of Indigenous Peoples.

Procedures:

1. The District is committed to ensuring that all district staff have access to professional learning to support reconciliation including:
 - a. First Peoples Principles of Learning;
 - b. Canada's Indigenous history;
 - c. local resources, knowledge, place-based learning, and related local protocols;
 - d. access to authentic Indigenous teaching;
 - e. trauma informed training for sensitive topics;
 - f. training to ensure cultural safety of staff and students;
 - g. teachings of the legacy of residential schooling system and impacts on survivors and their families.

Consideration of these learning needs will be reflected in professional development opportunities including offerings on the Indigenous-focused Professional Development Day and the District Professional Development Day.

2. Educators shall integrate Indigenous perspectives and knowledge across the curriculum by ensuring that students are provided with teachings about Truth and Reconciliation, Indigenous history in Canada, and diverse Indigenous perspectives (First Nations, Inuit, and Métis), while being mindful of cultural appropriation.
3. In acknowledgement of [Board Policy 16](#), District staff shall acknowledge territory at all important functions such as school assemblies, awards nights, graduation ceremonies, board meetings, staff meetings, celebrations, and facility openings.
4. The District supports smudging in schools through [AP 162 – Appendix A.](#)
5. The District supports Indigenous languages in schools through [AP 212.](#)
6. The District supports efforts to increase access to course offerings that are inclusive of Indigenous learning, including the development of Board Authority Authorized courses and Independent Directed Studies opportunities.
7. The District is committed to Indigenous student engagement in educational opportunities and access to cultural programming. The District Vice Principal, Indigenous Education will support schools in establishing opportunities for student voice.

8. The District supports the development of school Reconciliation Committees to provide local leadership in response to the district commitment to equity and inclusion as well as the TRC's Calls to Action.
9. Principals shall ensure that school learning plans address equity, opportunity and meaningful inclusion of Indigenous learners and families.
10. Principals shall ensure that Indigenous student achievement is monitored closely throughout the school year. In support of this commitment, at least one School Based Team meeting annually is engaged to discuss Indigenous student progress. The District Vice Principal, Indigenous Education and appropriate Aboriginal Support Worker shall attend these meetings.
11. The District supports timely access to student supports and services including but not limited to assessments, literacy and numeracy interventions, and district-based specialized supports. School Based Teams shall consider Indigenous students in their prioritization process as it relates to assessments and inclusive education supports.
12. The District Vice Principal, Indigenous Education shall actively monitor Indigenous student achievement through examination of data including report cards, attendance records, Ministry assessments, and qualitative information gathered from staff. Trends in student achievement shall be communicated to the Aboriginal Education Advisory Committee, District Leadership Team, and the Board of Education.
13. The Graduation Coach shall closely monitor Indigenous student progress toward graduation and plans for support shall be developed as necessary.
14. The District is committed to ensuring that all school communities are welcoming and inclusive spaces for families where access to cultural experiences are actively promoted and Indigenous parent engagement is encouraged.
15. The District is committed to equitable hiring practices and engaging in a recruitment strategy to increase the number of Indigenous staff members.
16. The District is committed to supporting reconciliation and Indigenization work in the school district through ensuring equity in budgets. The Aboriginal Education Advisory Committee will be formally consulted in the annual Board of Education budget consultation.
17. The District Vice Principal, Indigenous Education shall ensure that the Aboriginal Education Advisory Committee (AEAC) is representative of all rights-holders, meets at least 3 times annually, and is consulted in matters pertaining to the education and well-being of Indigenous students including but not limited to: the development and review of the Aboriginal Enhancement Agreement, annual budget priorities, and all matters significantly impacting the social, emotional or intellectual well-being of Indigenous students.

SD No. 40 (New Westminster)

Adopted: March 14, 2022

Modification to this document is not permitted without prior written consent from SD No. 40 (New Westminster)