



# STRATEGIC PRIORITY COMMUNITY ENGAGEMENT

## Goals

Deepen integration of  
Indigenous  
ways and knowing

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Foster relationships  
with community,  
parents and  
educational partners

## Actions

Work in partnership with IEC to  
implement and celebrate the  
Indigenous Education Agreement

Embed TRC recommendations  
throughout district

Display tri-language signage at all  
sites and facilities

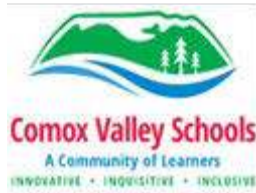
Increase communication with IEC

Embrace established Indigenous  
protocols

## Actions

Continue the Re-Imagine  
Organizational Culture

Continue to foster a  
positive working  
relationship with  
Community Collaborative  
and Early Learning  
Partners

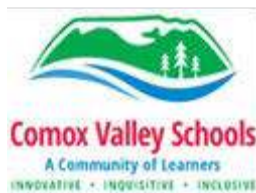


## **COMMUNITY ENGAGEMENT**

### **GOAL: DEEPEN INTEGRATION OF INDIGENOUS WAYS AND KNOWING**

#### **Actions:**

- **Work in partnership with IEC to implement and celebrate the Indigenous Enhancement Agreement**
- **Embed TRC recommendations throughout the district**
  - The ILC has been postponed this year due to COVID-19-issues across the island and the province. It is planned to pick this up next school year.
- **Display tri-language signage at all sites and facilities**
  - Schools have been asked to display tri-language at all sights (English, French, Indigenous).
  - 9 Schools have completed installation of tri-language signage, 4 Schools are in the progress of tri-language signage.
- **Increase communication with IEC**
  - Working with Komoks First Nations to create a Local Education Agreement (the first in 20 years).
- **Embrace established Indigenous protocols**
  - All district meetings begin with an official welcoming using the accepted/approved message from the Comox First Nation.
  - Continued work with the Comox First Nation to develop language protocols.



## **GOAL: FOSTER RELATIONSHIPS WITH COMMUNITY, PARENTS AND EDUCATIONAL PARTNERS**

### **Actions:**

- **Continue the Re-Imagine Organizational Culture**
  - Conducted weekly meetings with the CDTA and CUPE for updates and information sharing.
  - Met with DPAC monthly for a check in at DPAC monthly meetings.
- **Continue to foster a positive working relationship with Community Collaborative and Early Learning Partners**
  - There are ongoing projects with our Early Learning Partners.
    1. Strong Start: there are four full time centers and one program that operates on a part time basis in three of our schools for a total of seven strong start locations. Currently due to Covid-19 restrictions we are limiting the number of families at each center.
    2. CR4YC (Changing Results for Young Children): This ministry program is running at Queneesh Elementary and Courtenay Elementary. Working with Powell River School District and Qualicum School District.
    3. SEY2K (Strengthening Early Years to Kindergarten Transitions): Queneesh Elementary and Courtenay Elementary are involved with this ministry program designed to help children transition to kindergarten.
    4. Connections Project: Consultation process to develop early years programs in the northern part of the school district. Funding has come from the Comox Valley Foundation.

### **At the Schools:**

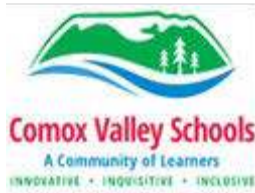
#### **Airport Elementary**

Received an indigenous education grant to cover the cost of revitalizing the entrance of the school. The school also contributed funds to the project. The design has been completed, with input from community elders to ensure spelling and language are correct. Students with indigenous ancestry completed most of the artwork on the sign.

Positive working relationship with community included:

- Held monthly virtual PAC meetings.
- Shared monthly highlights, in the form of a slideshow, sent to families via email.
- Held monthly virtual assemblies and shared the link with the community.
- Included community members in the planning and revitalization of the school garden.





### **Arden Elementary**

Strategically and creatively use traditional and new school structures and events, during a Covid-19 year, to communicate with families:

- Established structures that mirrored regular Arden routines that supported the positive school culture.
- Each learning cohort, With the support of the music teacher, teachers and support staff, created a portion of a video to welcome kids back to school. It was well-received and posted on our school blog.
- The Arden Ambassador leadership program was re-launched in the fall and continued with a second cohort this January. A regular schedule for their involvement in the school. It was a highly successful program. Kids view the role with pride and are eager to participate.
- The Santa's Workshop was incredibly successful this year. Learning cohorts were able to choose gifts for their families. It was a joyous day for all of us.
- A School Blog was created for our parent community to be informed. The blog has been positively received. Typically special events, learning projects, monthly assembly slideshows and school videos were shared. The Week at A Glance is also posted.

Indigenous students were invited to share the acknowledgement at assemblies.

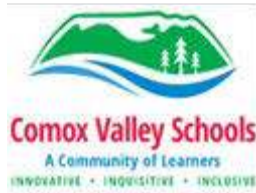
### **Aspen Park Elementary**

Greater exposure to tri-language, used language to start assemblies and at the start of each morning's announcements.

A lot happened in the classrooms around reconciliation: Novel Studies (Fatty Legs, A Stranger at Home, Island of the Blue Dolphins, No Time to Say Goodbye), Indigenous Picture Books. Monthly Legend Teaching, Sharing of the Chani Wenjack story, Ni'noxola Teachings, Spiritual Connectedness, Interconnectedness and Sustainability, Indigenous Art, Science and how it connects to traditional Indigenous ways of life.

Increased relationships with the community through:

- Free Masons service club donated two bikes and helmets. A reading incentive for students was implemented to help foster the love of reading and to increase the amount of reading that the students do. Students were entered to win the bikes after a teacher determined goal was reached for the students.
- Farm to Schools - Salad Bar was a huge success, Each student had the opportunity to try salad bar 2 times this year.
- Classrooms were assigned garden beds for planting and maintaining. Teachers incorporate classroom lessons using the flowers, vegetables and herbs planted (ie. science and math).



### **Brooklyn Elementary**

Displays a tri-language sign.

ISW lead fabulous indigenous events - orange shirt, Wenjack hats for "do something". Class instruction that weaves indigenous content in a meaningful manner through novel studies (Fatty Legs), read alouds, picture books and meaningful conversations. Conversations around the medicine wheel along with hands on activities facilitate meaningful examples to connect to the land.

Community work was most visible through work in the garden this spring. Strong start starts their day their (their garden looks the most incredible) and the involvement of our parents, our teachers and even a community agency LUSH to learn alongside our students has been a success.

### **Courtenay Elementary**

Created videos that share "What's going on at Courtenay Elementary" and shared with our families.

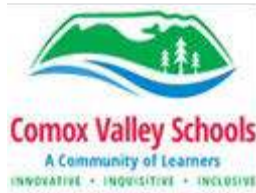
Traditional acknowledgements were used each week on announcements and for special assemblies.

Worked with Child Development Centre for K transitions, hosting Ready Set Learn and Welcome to K events and encouraging families to participate in Strong Start Programs.

### **Denman Island Elementary**

Invited Indigenous elder to talk about identifying and plants and their medicinal uses by the first peoples.

- Indigenous elder worked in all three classes sharing the Indigenous perspective in content area of Science.
- All students planted sunflowers to take home and created a piece of art which has been turned into a card. Cards of condolence will be sent to Indigenous people in the Comox Valley from our school Community.
- Students studied the Chanie Wenjack story and read books about residential schools.
- Students were challenged to reflect on the long-term impact of residential schools, how our collective history has been impacted and how to move forward in an understanding, positive way.
- Students met weekly four times Indigenous support person, who shared her stories and knowledge of residential school and shared reflection and discussion with students.
- A lunch program facilitated by Community Programs and Indigenous elders facilitating an after school wildcrafting and gardening program.



### **Ecole Puntledge Park**

Tri-Lingual signs in multiple locations including the front mural and front entrance.

Video announcements showed and shared the great things happening around the school.

Continued to acknowledge the privilege of living on the land and working with the children.

Launched a successful Welcome to K event with our community partners and our early learning network. We worked with the CVCDA to work on transition meetings to launch all our learners for a successful start to their year.

### **Ecole Robb Road**

A local artist painted our front entry way with a local forest scene, included our Indigenous acknowledgement and our tri-lingual welcome to our school.

With the donation of a carved log drum, we reached out to thank the carver (Randy Frank) and the Morin family (donors). We also have asked for the protocols to begin to use the drum from the K'omoks people and are respectfully awaiting these protocols.

During field trips / outdoor learning, acknowledgement of the land is lead by students or teachers.

### **Hornby Island Community School**

Welcome to Kindergarten and Ready Set Learn events took place.

The Library Clerk kept a connection with the Preschool/Daycare during this COVID through weekly story sessions with felt boards and books.

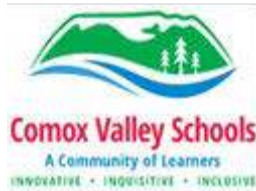
### **Huband Park Elementary**

"Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students".

- One class created an animated stop motion movie about Fatty Legs and then presented it to all classes.
- Shared the Legends of the Westcoast podcast.
- Taught local language in early primary.
- Provided leadership: in service and leading by example ("push in") to partner with classroom teachers to integrate Indigenous content.

### **Miracle Beach Elementary**

How are staff making the school environment welcoming and safe for students and families?  
Created a Sense of Belonging through:



- Bucket Filling
- Create a safe, consistent, and caring environment that the students feel comfortable returning to each day.
- Engaged art activities, centres, and project work to encourage engagement and creativity.
- Taught students how everyone has different strengths and weaknesses so that all students feel comfortable and supported in their classroom community.
- Daily Circle Time; Daily personal check ins with students.
- Student of the day.

### **Queneesh Elementary**

Installed tri-language signage at the school entryway.

Worked as a team towards reconciliation using age-appropriate strategies and structures including pink shirt day, Downie Wenjack project kick off week - including music, lessons, story walk, and art installation.

Continued to coordinate with strong start and early years programming to support our families.

### **Royston Elementary**

Tri-language Signage displayed over office entry.

Supported District Indigenous initiatives and increase student-led indigenous greetings and leadership through:

- Outdoor Learning Inquiry.
- Rock painting project, turned into steppingstones for the school garden.
- Teepee math in our early primary grades.
- Oral story telling
- Metis weaving
- Added the Trickster Raven - Royston Raven as part of the Elf hunt, raising profile in the school.
- September 30 - Orange Shirt Day, displays and lessons supported by InEd. Support Worker as well as our Elder in Residence.

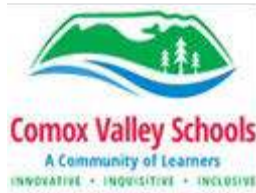
### **Valley View Elementary**

Tri Language sign installed above front office foyer.

Traditional acknowledgements, Orange Shirt Day, Chaney Wenjack Walks.

Re-Imagined Organizational Culture through:

- Created 2 videos per term to share "What's going on at Valley View" to share with our families.
- Hosted school wide events each term - Terry Fox Run, Connection to Nature Puzzle, The Best Part of Me, "So, What is a Box?", Identity Day.



- Used our outside school windows as bulletin boards to showcase student work for our families to see from the outside.

Participated in CHEQ study, with Child Development Centre for K transitions, co-hosted Ready Set Learn Event.

### **Lake Trail Middle**

Improved and increased our connections within our extended community through the following actions:

- Participate in Christmas Hamper program.
- Food to Share Bin.
- Winter Feast for school community.
- Contributed to the EDAS project by making cards and envelopes.
- Cross-curricular Holiday Market for Charity.
- Worked with environmentalists, Comox Valley Disc Golf Club, and Morrison Creek Stream keepers to establish the first nine holes of Disc Golf Course.
- School yard clean-up: getting outside and connecting to the greater community.
- “On the go” fruit program.
- Fresh to you fundraiser.
- Cook at home dinner kits.

### **Cumberland Community School**

Tri Language Welcome signage is displayed in all three buildings.

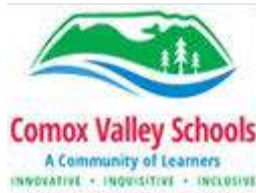
Worked with local businesses to provide:

- prizes for events.
- to purchase needed material locally.
- monthly letters from students to residence of the senior’s centre.
- Seniors Center: Parades past windows - Halloween dress up, Caroling - outside residence.
- Celebrating Seniors Birthdays - send cards/ Window visits to sing happy birthday.
- Cumberland Forest Society helped build Cumberland Forest Resource Kit together

### **Glacier View Secondary Centre**

Indigenous Acknowledgement were used at staff, PAC meetings and for assemblies.





### **Mark R. Isfeld Secondary**

Sacred circles are being taught to all interested staff by the Indigenous education department and local Indigenous bands. This is occurring at set times in the outside classroom.

Virtual guest speakers brought in for staff and students were:

- Social media (WHite HAtter)
- Appropriate sexual relationships
- Impact of Pornography

Students and staff participated in the "Coldest Night of the Year Walk" and raised \$2000.00 to care for the homeless in the Comox Valley.

### **G.P. Vanier Secondary**

All meetings were started with a Traditional Welcome.

Students participated in Orange Shirt Day, Indigenous Veterans Week, and Louis Reil Day.

Implemented Flex Days on Wednesday at Vanier after consultation with PAC, students, and staff.

Dual Credit partnerships continued at Vanier.