

Open Committee of the Whole Meeting
AGENDA

Date: Tuesday, October 08, 2024
Time: 7:00 pm – 8:30 pm
Venue: School Board Office, Board Room

Committee Members:

Michelle Waite, Board Chair
Sarah Jane Howe, Vice-Chair
Chelsea McCannel-Keene, Trustee
Cristi May Sacht, Trustee
Janice Caton, Trustee
Shannon Aldinger, Trustee
Susan Leslie, Trustee

Dr. Jeremy Morrow, Superintendent
Carrie McVeigh, Secretary Treasurer
Joe Heslip, Associate Superintendent
Molly Proudfoot, Director of Operations
Thea Cockerton, Food Services Coordinator

Guests: Trish Morgan, Assistant Senior Manager of Recreation Services and Jennifer Zbinden, Senior Manager of Recreation Services (virtually), Comox Valley Regional District, and Darin Harding, HCMA Architecture + Design (virtually)

Recording Secretary: Marlene Leach, Senior Executive Assistant

A. Welcome

The Board of Education acknowledges that we are on the traditional territories of the K'ómoks First Nation. We would like to thank them for the privilege of living on their land and the gift of working with their children.

B. Call to Order

C. Adoption of Agenda

THAT the agenda be approved as presented.

D. Presentations / Delegations

1. Comox Valley Regional District

- a) **Arena #3 Feasibility Study**, Darin Harding, HCMA Architecture + Design
- b) **Artificial Turf Field Update**, Comox Valley Regional District (CVRD):
Trish Morgan, Assistant Senior Manager of Recreation Services, and
Jennifer Zbinden, Senior Manager of Recreation Services

E. Information Items

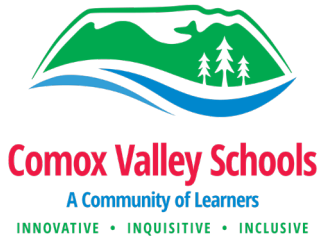
- 1. Feeding Futures Update** - Briefing Notes
Carrie McVeigh, Secretary-Treasurer and Thea Cockerton, Food Services
Coordinator

- 2. Local Education Agreement Update – PowerPoint Presentation and Attachments**
Joe Heslip, Associate Superintendent

Pages 6-32

F. Adjournment

THAT the meeting be adjourned.



Comox Valley Schools

School District No. 71

Food Services

BRIEFING NOTE

TO: Committee of the Whole
FROM: Thea Cockerton, Food Services Coordinator
RE: **Feeding Futures Advisory Committee**

DATE: October 8, 2024

Purpose: To assess the immediate need for a Feeding Futures Advisory Committee

Background:

A recommendation was made to establish a Feeding Futures Advisory Committee. This committee would provide guidance on the direction of food delivery systems within SD71, ensuring that all stakeholders have a voice in the process.

What is Food Insecurity?

Food insecurity refers to the lack of reliable access to sufficient, safe, and nutritious food to maintain a healthy and active life. Food insecurity can manifest in different ways, from occasional hunger to chronic malnutrition, and it affects individuals and families, often leading to serious health and well-being issues. Addressing food insecurity involves improving access to food, supporting sustainable food systems, and addressing the underlying causes of poverty and inequality.

What is Feeding Futures?

Feeding Futures School Food Programs Framework is a commitment from the Ministry of Education and Child Care to ensure students are properly fed for learning in order to enhance positive academic and healthy outcomes. Feeding Futures funding addresses the top two barriers identified by schools: sustainable, consistent food funding and human resources.

What is a Food Policy Council?

Food Policy Councils are comprised of individuals from all aspects of our local food system. A Food Policy Council is an innovative collaboration between citizens and government officials. The goal is to provide a forum for advocacy and policy development that works towards the creation of a food system that is ecologically sustainable, economically viable and socially just. The primary goal of many FPCs is to examine the operation of a local food system and provide ideas and policy recommendations for how it can be improved.

The Comox Valley Food Policy Council (CVFPC) was formed in October 2020, initiated and coordinated by Lush Valley Food Action Society. The council is supported in principle by the Comox Valley Regional District (CVRD) and has representatives from all four municipal and regional governments. It is not an official committee of the CVRD but is a hybrid of civil society organizations and government.

Analysis:

Food insecurity exists on different levels – the urgent need to meet the immediate needs of hungry people and the broader context of creating ecologically sustainable, economically viable and socially just food supply systems.

In SD71, our school food programs are focused on addressing the immediate needs of our hungry students. We are actively working to strengthen our food delivery systems by addressing the need for infrastructure upgrades in certain schools and ensuring that dedicated staff are in place to maintain or implement meal programs. For the 2024/25 school year we must continue to establish consistent and sustainable food delivery systems for every school.

Since early September, students have returned to school, and our programs are meeting their immediate needs. CUPE support staff are stepping in to plan, shop and prepare meals for hungry students and most schools can maintain their efforts for the short term.

Financial commitments have been made to BCAITC for the fruit and veggie program and to Lush Valley for Good Food Boxes and Healthy Student Meal Program. Given the need to hire dedicated Food Service Workers in multiple schools and the ongoing need to purchase and prepare food in schools, there is limited flexibility within this year's budget.

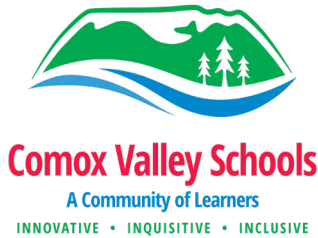
As we plan for 2025/26, a Feeding Futures Advisory Committee will be established to guide future food service delivery, including spending. Committee composition will be determined within the next month, with plans to operationalize the Committee in November. For constructive and practical outcomes, invitees to this committee should be carefully selected. Participants should be individuals who understand the challenges of school food delivery, the limitations of the Feeding Futures budget and who are able to prioritize feeding hungry children in their decision-making. While advocating for socially just and ecologically sustainable food supply chains is important and valuable work, it falls outside the responsibilities of school districts and the scope of the Feeding Futures School Food Programs Fund.

In closing, this report provides insights on food insecurity, the Comox Valley Food Policy Council and the Feeding Futures fund, which will aid in ongoing discussions and decision-making processes.

Respectfully submitted,

Thea Cockerton

Thea Cockerton
Food Services Coordinator
Comox Valley Schools



TO: Committee of the Whole
FROM: Thea Cockerton, Food Services Coordinator
RE: **Feeding Futures 2023/24**

DATE: October 8, 2024

Purpose: To analyze the 2023/2024 Feeding Futures Budget

Background:

2023/2024 was the inaugural year of Feeding Futures funding through the Ministry of Education and Child Care. The Feeding Futures program addresses the immediate need to feed students, and builds on the progress made with the Student and Family Affordability Fund to help reduce the rising food costs for families who need it most.

Funds were distributed throughout School District 71 to support food procurement in a variety of ways, including:

- Allocations to schools to support existing school-based food programs
- Provision of Good Food Boxes in partnership with Lush Valley
- Community School Societies
- District employed Food Service Workers
- Indigenous Education
- Komox First Nation

Analysis:

Allocations to Schools - \$748,000

Each school received a Feeding Futures budget tailored to their specific needs. Factors such as school size, facilities, location, demographics and staffing were considered. These funds were used for purchasing food and supplies for breakfast, lunch and snacks and to cover additional support staff wages.

- All schools provided barrier free access to snacks and lunches.
- 21 schools provided a barrier free breakfast program
- Many schools utilized existing support staff to aggregate their food programs. Staff involved were principals and vice principals, youth and family workers, Indigenous support workers, administrative assistants, and educational assistants. Food related work included planning, shopping, preparing and cleaning up.
- Many schools reported that involvement in food programs is onerous on existing staff and it is difficult to pull them from student facing roles to assist with food programs.
- This funding provided over 500,000 meals at no cost, to students who needed them. (average of \$1.50 per meal)
- Accumulatively, \$301,803 of school allocations have been carried forward to 2024/25

Good Food Boxes - \$159,200

SD71 worked in partnership with Lush Valley to provide Good Food Boxes to 300 SD71 households, including during the summer months. Boxes were available once every four weeks for each registered household and contained a variety of locally sourced (when available) eggs and fresh produce.

- Lush Valley connected SD71 families with Comox Valley food growers and producers. They were able to expand their scope and facilities to meet the district's needs and were a reliable and valuable resource to SD71.
- Some students whose families are facing food insecurity do not have access to appropriate kitchen equipment, supplies of complimentary ingredients to make a balanced meal or the knowledge or skills required to prepare whole and sometimes unfamiliar vegetables.
- The food value of each food box was \$25.
- SD71 paid an average of \$49.75 per box from September 2023 to June 2024 inclusive of food, Lush Valley staffing, travel and facilities fees.

Community School Societies - \$95,000

Feeding Futures funds were distributed to Courtenay Elementary Community School Society, Cumberland Community School Society and Lake Trail Community Education Society. These funds supported community school societies in their work to provide lunch and salad bar programs, ensuring students had access to a variety of healthy meal options.

Food Service Workers - \$59,200

Lake Trail Community School and Courtenay Elementary School provide universal food programs that ensure all students have stigma-free access to meals. These programs offer the same meal to every student, regardless of their ability to pay. Dedicated food service workers at each school enabled both schools to offer comprehensive food programs that offered balanced, nutritious options for all students.

Indigenous Education - \$24,370

Funds allocated to Indigenous Education were used in two ways – the purchase of grocery cards for students to take home and support for the Lush Valley Healthy Student Meal Program.

- The Lush Valley Healthy Student Meal Program delivered weekly soup making kits to all 22 SD71 schools.
- Soup was prepared and served by a variety of adults including principals, youth and family workers, Indigenous support workers, educational assistants and parent volunteers.
- Many SD71 staff reported that soup preparation, serving and clean up takes up to three quarters of their day, each week, away from students.
- In some schools, the preparation and sharing of soup is used as a connection tool between Indigenous support workers and their students.
- While SD71 contributed \$20,000, additional costs for the soup kits were funded by Lush Valley (through grants such as BC Gaming). It should be noted that this did not include SD71 staff time required to deliver the program.

- Lush Valley reported that 33,000 meals were delivered through the Healthy Student Meal Program. Lush's calculations are 7L soup = 35 x 200ml meals. Health Canada advises that 200ml of soup is considered a starter (or snack) and 250ml soup with another food item (usually bread, bun etc) is a meal portion size. All schools reported that the provision of soup had no impact on the number of daily free lunches they provided.

Komox First Nation - \$9,000

These funds were used to purchase emergency grocery cards, cafeteria cards, bento style lunch kits and provide two lunch-building workshops for students and their families. Komox First Nation reported that this funding was effectively utilized and greatly appreciated.

In closing, this report was prepared to provide insights on last year's Feeding Futures spending which will aid in ongoing discussions and decision-making processes.

Respectfully submitted,

Thea Cockerton

Thea Cockerton
Food Services Coordinator
Comox Valley Schools

Local Education Agreement

Business Meeting – September 26, 2024



Comox Valley Schools
A Community of Learners

LEA Primer

First Nation Autonomy

- LEAs embody distinction-based relationships recognizing unique rights of First Nations Communities

Ensuring Equitable Education

- Ensure that First Nations students receive education services that are equitable and culturally appropriate

Defining Responsibilities and Accountability

- Clarify the roles and responsibilities of both the First Nations and the school district. They outline expectations around student achievement, support services, and the resources required to meet these expectations

Supporting Student Success

- The ultimate goal of LEAs is to improve the educational outcomes for Indigenous students. By setting clear expectations and providing culturally relevant education, LEAs aim to increase graduation rates, reduce gaps in achievement, and support the overall well-being of Indigenous students.



- **Provide K'ómoks students** with and education that recognizes, respects and promotes the cultural plurality of K'ómoks identity through both Kwakwaka'wakw & Salish cultural practices, traditions & Languages
- **Achieve** high levels of K'ómoks student success
- **Provide Environments** that are culturally relevant, safe, and caring

LOCAL EDUCATION AGREEMENT

BETWEEN K'OMOKS FIRST NATION &
THE BOARD OF EDUCATION
SCHOOL DISTRICT 71

SIGNED AUGUST 31ST 2022

IN RESPONSE TO THE UNITED NATIONS
DECLARATION ON THE RIGHTS OF INDIGENOUS
PEOPLE & THE TRUTH AND RECONCILIATION
COMMISSION CALLS TO ACTION FOR
RECONCILIATION

LEA Concludes in 2027



GUIDING PRINCIPLES



1

The education of KFN students is a shared responsibility between the School District, the Nation, the student & the family or guardian



2

Policy's, practices & commitments of this agreement will ensure Student success & promote understanding of K'omoks cultural values and traditions by School & Board staff.



3

Regular & ongoing communication between KFN, the School Board, Students & Families is essential to fostering a positive relationship and the success of the K'omoks Students.



Culture

Section 12. K'ómoks Culture and Language

a) K'ómoks culture will be represented aesthetically in schools

e) K'ómoks languages, (Kwak'wala & Ayajuthem), culture and history will take precedence over other Indigenous languages, cultures and history in school activities and events.

In All Schools



K'ómoks culture will be represented aesthetically in schools



K'ómoks language will be included in signage & communications



Schools will embed K'ómoks protocols into daily practices



Student Success

Section 14. Curriculum, Instruction, and Assessment

l, Each K'ómoks students' progress is monitored closely, and that specific and descriptive feedback is provided to students and reported to parents.

Section 15. Graduation Program Supports

i, The parent and K'ómoks student will have every opportunity to meet with school staff about their IEP and the educational program... no later than 10 school days after the request has been made to school personnel.

Aspen Park Elementary

Ecole Robb Road

Arden Elementary

Huband Park Elementary

Lake Trail Community School

Ecole Secondaire Mark R. Isfeld

Highland Secondary

GP Vanier Secondary



Student Success

Section 16. Parents as Partners

Parents will report to the K'ómoks Education Coordinator and the Indigenous Success Teacher any concerns regarding progress, behaviour, or attendance of each K'ómoks student

Section 18. Student Behaviour Support

When suspension procedures will be followed, including the use of restorative measures and practices.

Where student behaviors occur that may be a result of, or related to the student experiencing or witnessing racism or behaviours related to the student's Indigenous history and upbringing, the Board and Schools will give those behaviours special attention in order to address them.

Aspen Park Elementary

Ecole Robb Road

Arden Elementary

Huband Park Elementary

Lake Trail Community School

Ecole Secondaire Mark R. Isfeld

Highland Secondary

GP Vanier Secondary



Indigenous Success Teacher



INDIGENOUS
EDUCATION

Meet Natasha Rainkie

- 3rd year in position
- Supports KFN students
- Tracks student success,
- Reports on student success,
- Has close relationships with students, families, Nation
- *“When meeting with students, parents, guardians consider advocacy support. (office can be trigger)”*
- **Section 16. g,** The board will ensure Parents of K’ómoks students are included in meetings concerning their children and may request a representative of their choice to be included, ISW, K’ómoks Success Teacher, Elder Relative, K’ómoks Education Coordinator, or K’ómoks Councillor.



Indigenous Success Teacher



INDIGENOUS EDUCATION

Meet Natasha Rainkie

- *Please keep Natasha informed about concerns regarding KFN students as outlined in..*
- **Section 16. o,** "The board will report to the K'omoks Education Coordinator and the Indigenous Success Teacher any concerns regarding each K'omoks Student, provided the parent/guardian has consented to the release of that information."



Indigenous Success Teacher



INDIGENOUS
EDUCATION

Meet Natasha Rainkie

- *Primary Responsibility as per LEA : Support for 28 On-Reserve Learners*
- *When possible, also supports Off-Reserve KFN students,*



School Name
All

Grade
All

Select all
 (Blank)
 Inuit
 Non-Status
 Status - Off Reserve
 Status - On Reserve

Status - On Reserve

LEA Permission
All

← Clear All Filters



Student Success

Section 11. Action Plan

- Schools where On-Reserve K'ómoks students attend will **create and maintain an Indigenous Support Team (IST)** comprised of School Principal, Vice-Principal, Counsellor, Learning Support Teacher, Indigenous Success Advisor, and Indigenous Support Worker.
- The Indigenous Support Team will meet throughout the year to discuss current needs and supports of each K'ómoks student residing on-reserve.
- **IEP tracking, follow up & team-based meetings for every nominal roll student: to be regularly communicated with KFN**

Aspen Park Elementary

Ecole Robb Road

Arden Elementary

Huband Park Elementary

Lake Trail Community School


**Ecole Secondaire Mark R.
Isfeld**

Highland Secondary

GP Vanier Secondary



KFN - Power BI Tool

- Home
- Methodology
- Current Absences
- Student Absences
- Student Grades 
- All Absences



K'omoks First Nations: Student Reporting

For internal use only.

Contains:

- Current Absence - students who have had absences in this week/month.
- Student Absence - all students, with overview and current school year absence views.
- Student Grades - current marks, current schedule and historical course, and standardized test results.

**Please note: If you do not see schools listed and cannot select data you have not been given access to this report yet. Please contact the ithelpdesk@sd71.bc.ca

Please email ithelpdesk@sd71.bc.ca with questions, feedback and/or corrections.

Report Version: 2024.01



KFN - Power BI Tool

- Home
- Methodology
- Current Absences
- Student Absences
- Student Grades**
- All Absences



Comox Valley Schools
A Community of Learners
INNOVATIVE • INQUISITIVE • INCLUSIVE

Student Grades

- Set filters as necessary
- Click on Student Name in table, click button below.

Full Name
All

School Name
All

Grade
All

Select all
 (Blank)
 Inuit
 Non-Status
 Status - Off Reserve
 Status - On Reserve

Status - On Reserve

LEA Permission
All

Clear All Filters

Student List

All Schools Grade: All Grades

Full Name	Grade	School Name	Student Number
	12	Ecole Secondaire Mark R. Isfeld	
	11	Highland Secondary	
	10	Ecole Secondaire Mark R. Isfeld	
	10	Georges P Vanier Secondary	
	10	Highland Secondary	
	09	Highland Secondary	
	08	Ecole Secondaire Mark R. Isfeld	
	06	Aspen Elementary	
	06	Aspen Elementary	
	05	Aspen Elementary	
	05	Ecole Robb Road	
	04	Aspen Elementary	
	04	Aspen Elementary	

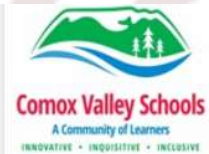
Select a student above

Select a student above

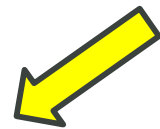


KFN - Power BI Tool

- Home
- Methodology
- Current Absences
- Student Absences
- Student Grades
- All Absences



[Redacted] Secondary



Student Name
[Redacted]

Current Grade
[Redacted]

Designation Current-Year

Aboriginal Ancestry In-Year
Status - On Reserve

2023-2024
113.00

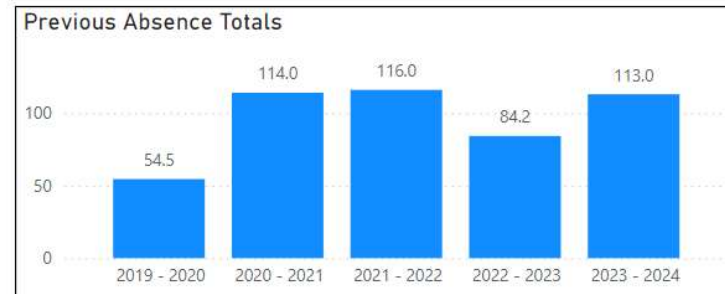
2022-2023
84.20

Parent Permission to Share with KFN Band
Y

[Back](#)

Standardized Test

Grade	Standardized Test Name	Subtest Name	Score	Test Date
[Redacted]	BC - FSA Grade 7	Literacy	EM	01-NOV-2021
[Redacted]	BC - FSA Grade 7	Numeracy	EM	01-NOV-2021
[Redacted]	BC - FSA Grade 4	Numeracy	EM	01-NOV-2018
[Redacted]	BC - FSA Grade 4	Reading	ON	01-NOV-2018
[Redacted]	BC - FSA Grade 4	Writing	ON	01-NOV-2018



Course History

School Name	First Final Mark	First Course Code	Earliest Completed Date	First Course Repeat Indicator	Earliest Drop Date
Highland Secondary	29	MADFS08	Wednesday, February 01, 2023	N	
[Redacted]	EMG	[Redacted]	Tuesday, January 30, 2024	N	
[Redacted]	29	[Redacted]	Wednesday, February 01, 2023	N	
[Redacted]	DEV	[Redacted]	Monday, January 29, 2024	N	
Aspen Park Elementary	B	[Redacted]		N	
[Redacted]	B	[Redacted]		N	
[Redacted]	B	[Redacted]		N	
[Redacted]	B	[Redacted]		N	
[Redacted]	B	[Redacted]		N	
Total	29	[Redacted]	Wednesday, February 01, 2023	N	



KFN – Accountability Survey

Comox Valley My Site | Power Apps | Accountability Survey

Indigenous Education Accountability Survey

Welcome Joe Heslip *Fill out 1-5 then click Next to select students*

1) Select school to complete survey, or get records: *

K'omoks First Nation

2) Select date service provided:

9/24/2024

3) Select goal(s) met:

Goal 2 - To foster the academic s

4) Select support(s) provided:

Search Support...

- Academic support (Online)
- Academic support (Elementary Literacy)
- Attendance
- Transportation

5) Details (*optional):

We met regarding Student A, to review and discuss academic success and supports in September. We tracked attendance and have a plan to engage with parents for a meeting. We will invite Student A's Elder and K'omoks education counsellor for scheduled meeting. In attendance were.....

Reset My Records **Next**

KFN – Accountability Survey

Indigenous Education Accountability Survey

1) Sort or filter table 2) Enter Individual comment 3) Check box 4) Click Next when student selection is complete.

Name: Div: Grade: Reserve:

School:

Student Name	Division	Grade	Reserve Status	Individual Comment
Lake Trail Middle School	92	09	Inuit	<input type="text" value="Individual comment..."/> <input type="checkbox"/>
Arden Elementary	D12	05	Inuit	<input type="text" value="Individual comment..."/> <input type="checkbox"/>
Aspen Elementary	D05	02	Status - On Reserve	<input type="text" value="IST meeting"/> <input checked="" type="checkbox"/>
Aspen Elementary	D01	KF	Status - On Reserve	<input type="text" value="Individual comment..."/> <input type="checkbox"/>
Airport Elementary	D4	03	Status - Off Reserve	<input type="text" value="Individual comment..."/> <input type="checkbox"/>
	D9	05	Status - Off Reserve	<input type="text" value="Individual comment..."/> <input type="checkbox"/>

Selected Student(s): 1

Name	Comment



KFN – Accountability Survey

Indigenous Education Accountability Survey

Verify submission. Click Submit to complete survey, Back to make corrections, Home to start over.

Summary: School: K'omoks First Nation

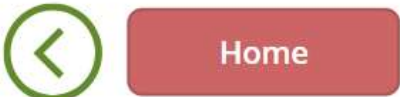
Student Names : 1

Visit date: 2024-09-24

Comment (applied to all): We met regarding Student A, to review and discuss academic success and supports in September. We tracked attendance and have a plan to engage with parents for a meeting. We will invite Student A's Elder and K'omoks education counsellor for scheduled meeting. In attendance Goal(s) met: Goal 2 - To foster the academic success of all Indigenous students through personalized learning

--

Supports provided: Academic support (one-on-one), Academic support (Elementary Literacy),

 Home

 Submit

KFN – Accountability Survey

- **ACTION:** Principals stay tuned for links to KFN Power BI Tool & KFN Accountability Survey
- **ACTION:** Joe will follow up for virtual / in-person walk through

Aspen Park Elementary

Ecole Robb Road

Arden Elementary

Huband Park Elementary

Lake Trail Community School

**Ecole Secondaire Mark R.
Isfeld**

Highland Secondary

GP Vanier Secondary



- **Federal Funds provided through Indigenous Services Canada (ISC)**
- [Local Education Agreement - Comox Valley Schools](#)

9 | Educators respect and value the history of First Nations, Inuit and Métis 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 Métis.

Educators critically examine their own biases, attitudes, beliefs, values and practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit and Métis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community and the natural world. Educators integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments.

STAFFING



NEW HIRE

Indigenous Success Advisor (advocate);
Supports all K'omoks students achieve their best

Indigenous Support Team:
Indigenous Support Workers,
Indigenous Principal, Vice-Principal, Counsellor,
Learning Services Teacher,
Success Advisor
+ KFN Education Coordinator

CURRICULUM



Enhance place based and experiential learning

Expand K'omoks Language programming

Personalized learning approaches

Educational resource development promoting First Nations culture.

SUPPORTS



Graduation Supports

Student Support Systems

Student Behavior Support

Attendance & Transition Support

PARENTS AS PARTNERS



Maximizing Parental Involvement

Effective and ongoing communication

Progress monitored and reported

Inclusion:
Meetings, input, reporting, parent-teacher interviews



Meeting Plan for the Year

[Our District](#) | [Board of Education](#) | [Schools](#) | [Family Info](#) | [Programs & Services](#) | [Employment](#) | [News](#)

KFN Education Coordinator

Supports for Students and Families

Localized Curriculum

LEA Meeting Minutes



LEA Documents

- [DRAFT Minutes – LEA Working Group Meeting – May 28 , 2024](#)
- [DRAFT Minutes – LEA Working Group Meeting – January 30, 2024](#)
- [DRAFT Minutes – Agenda Planning LEA – PVP Meeting – Nov 10, 2023](#)
- [DRAFT Minutes – LEA Implementation Plan Meeting – Oct 13, 2023](#)



Homework



When was the last time you were in ceremony? (Spiritual)



Who is your Elder? (Emotional)



Have you been to the local First Nation / Friendship Centre / Métis Chartered Community? (Physical)



Can you speak over 10 words in the language of the land you work on? (Intellectual)

Gilakas'la

Joe.Heslip@sd71.bc.ca



**INDIGENOUS
EDUCATION**



Comox Valley Schools

A Community of Learners

INNOVATIVE • INQUISITIVE • INCLUSIVE

OVERVIEW AND UNDERSTANDING OF LOCAL EDUCATION AGREEMENTS

Local Education Agreements (LEAs) in British Columbia (BC), Canada, are formal agreements between First Nations and school districts. They serve as vital tools for ensuring that Indigenous students receive education that is not only equitable but also culturally affirming. They establish a framework for collaboration between First Nations and educational institutions, aiming to improve educational outcomes and support the success of Indigenous students. These agreements play a crucial role in the education of Indigenous students, particularly those living on reserves, and they serve several key purposes:

Ensuring Equitable Education

LEAs are designed to ensure that Indigenous students receive education services that are equitable and culturally appropriate. These agreements outline how education services will be delivered and tailored to meet the specific needs of Indigenous students.

Enhancing Cultural Relevance

LEAs often include provisions for incorporating Indigenous languages, cultures, and histories into the curriculum. This helps create a more inclusive and culturally relevant learning environment for Indigenous students, which can improve their engagement and success in school.

Defining Responsibilities and Accountability

LEAs clarify the roles and responsibilities of both the First Nations and the school districts or independent schools. They typically outline expectations around student achievement, support services, and the resources required to meet these expectations.

Funding and Resource Allocation

These agreements also address financial aspects, including how funding from both the federal government (which is primarily responsible for education on reserves) and the provincial government (which oversees public education) will be managed and utilized. LEAs help ensure that adequate resources are allocated to meet the educational needs of Indigenous students.

Strengthening Partnerships

LEAs foster stronger partnerships between First Nations communities and educational institutions. These partnerships are crucial for creating educational environments that respect and reflect Indigenous perspectives, values, and priorities.

Supporting Student Success

The ultimate goal of LEAs is to improve the educational outcomes for Indigenous students. By setting clear expectations and providing culturally relevant education, LEAs aim to increase graduation rates, reduce gaps in achievement, and support the overall well-being of Indigenous students.

Local Education & Distinctions Based Approach

Local Education Agreements (LEAs) in British Columbia (BC) are highly relevant to the broader context of distinction-based relationships and funding accountability, especially in the context of Indigenous education. In essence, LEAs are a key mechanism through which distinction-based relationships and funding accountability are operationalized in the context of Indigenous education in BC. They ensure that education services and funding are tailored to the unique needs of each First Nation, while also holding all parties accountable for the effective use of resources to support student success.

Here is how they connect:

Distinction-Based Relationships

Recognition of Indigenous Autonomy

LEAs embody the principle of distinction-based relationships by recognizing the unique rights and circumstances of different First Nations communities. These agreements are tailored to reflect the specific cultural, linguistic, and educational needs of each community, reinforcing the autonomy and self-determination of Indigenous peoples in the realm of education.

Customized Agreements

Since LEAs are negotiated directly between individual First Nations and school districts or independent schools, they allow for a tailored approach that respects the distinct identity and priorities of each community. This supports the broader goal of developing education policies and practices that are responsive to the diverse realities of Indigenous peoples in Canada.

Funding Accountability

Transparent Use of Funds

LEAs contribute to greater accountability in how education funds are used. These agreements often include detailed provisions regarding the allocation of resources, ensuring that funding provided by both federal and provincial governments is used effectively to meet the educational needs of Indigenous students.

Clear Accountability Frameworks

LEAs establish clear roles and responsibilities for both First Nations and school districts, including mechanisms for reporting on and assessing the outcomes of education programs. This enhances transparency and accountability in the use of public funds, ensuring that they directly support student success.

Alignment with Federal and Provincial Funding Models

The agreements help align the distribution and use of funds with broader federal and provincial funding models that are increasingly focused on distinction-based approaches. This ensures that funding is not only sufficient but also directed toward the specific needs of each First Nation community, in line with their distinct educational goals.

Supporting Improved Outcomes

Targeted Support for Indigenous Students

By focusing on the distinct needs of each First Nation, LEAs help to ensure that funding and resources are directed toward areas that will have the greatest impact on student achievement and well-being. This targeted approach supports the broader objective of closing the education gap between Indigenous and non-Indigenous students.

Building Trust and Collaboration

The emphasis on accountability and distinction-based relationships in LEAs fosters trust between First Nations, governments, and educational institutions. This collaboration is crucial for building a more effective and responsive education system that honors Indigenous rights and supports better outcomes for Indigenous students.

References

First Nations Education Steering Committee (FNESC)

Website: <https://www.fnesc.ca/lea/>

Government of British Columbia, Ministry of Education and Child Care

Website: <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/indigenous-education>

Indigenous Services Canada (ISC)

Website: <https://www.sac-isc.gc.ca/eng/1100100033676/1531406248822>

Assembly of First Nations (AFN)

Website: <https://www.afn.ca/policy-sectors/education/>

Truth and Reconciliation Commission of Canada (TRC)

Website: <https://nctr.ca/records/reports/>

GOALS

PROVIDE K'OMOKS STUDENTS

with an education that recognizes, respects and promotes the cultural plurality of K'omoks identity through both Kwakwaka'wakw & Salish cultural practices, traditions & languages.

ACHIEVE

high levels of K'omoks Student success.

PROVIDE ENVIRONMENTS

that are culturally relevant, safe and caring.

Through this ongoing agreement, that is continually revised and adjusted to address areas that need improvement, the School Board and the Nation will take proactive measures to eliminate the gap between indigenous & non indigenous students which is a result of a persistent legacy of colonialism.

RECONCILIATION & COLLABORATION IN FIRST NATION EDUCATION



K'omoks culture will be represented aesthetically in schools



K'omoks language will be included in signage & communications



Schools will embed K'omoks protocols into daily practices

PURPOSE

A COMMITMENT BETWEEN K'OMOKS FIRST NATION AND THE SCHOOL BOARD TO DEVELOP A POSITIVE, COLLABORATIVE & CONSTRUCTIVE RELATIONSHIP TO ACHIEVE HIGH LEVELS OF SUCCESS FOR K'OMOKS STUDENTS IN EDUCATION, GRADUATION, TRANSITION TO POST-SECONDARY EDUCATION AND TRAINING & EMPLOYMENT.

- 1.
- 2.
- 3.

GUIDING PRINCIPLES



The education of KFN students is a shared responsibility between the School District, the Nation, the student & the family or guardian



Policy's, practices & commitments of this agreement will ensure Student success & promote understanding of K'omoks cultural values and traditions by School & Board staff.



Regular & ongoing communication between KFN, the School Board, Students & Families is essential to fostering a positive relationship and the success of the K'omoks Students.

LEA

ACTION PLAN

CONDENCED



STAFFING



NEW HIRE

Indigenous Success Advisor (advocate):
Supports all K'omoks students achieve their best

Indigenous Support Team:
Indigenous Support Workers, Indigenous Principal, Vice Principal, Counsellor, Learning Services Teacher, Success Advisor + KFN Education Coordinator

CURRICULUM



Enhance place based and experiential learning

Expand K'omoks Language programming

Personalized learning approaches

Educational resource development promoting First Nations culture.

SUPPORTS



Graduation Supports

Student Support Systems

Student Behavior Support

Attendance & Transition Support

PARENTS AS PARTNERS



Maximizing Parental Involvement

Effective and ongoing communication

Progress monitored and reported

Inclusion:
Meetings, input, reporting, parent-teacher interviews

TOOLS FOR SUCCESS

- Indigenous Education Council
- Equity Scan
- LEA Oversight Committee
- LEA Dispute Resolution Committee
- Professional Learning Plan
- Tripartite Transportation Plan



GET THE MOST OUT OF YOUR SUPPORTS

- Attend parent-teacher interviews
- Register for the bus or ask for a bus pass
- Be aware of important dates: course selection, reporting periods, application deadlines, post-secondary procedures
- Ask for your students progress report & Individualized Education Plan
- Request a representative be present at meetings with you concerning your child: ISW, K'omoks Success Advisor, Elder, Relative, KFN Education Coordinator
- Request access to your child's student records
- Submit a Parental Release of Information Form allowing the Indigenous Success Advisor and KFN Education Coordinator to share student information regarding success and supports

LOCAL EDUCATION AGREEMENT

BETWEEN K'OMOKS FIRST NATION & THE BOARD OF EDUCATION SCHOOL DISTRICT 71

SIGNED AUGUST 31ST 2022

IN RESPONSE TO THE UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLE & THE TRUTH AND RECONCILIATION COMMISSION CALLS TO ACTION FOR RECONCILIATION

Indicators of Success

- SAFE & RELIABLE TRANSPORTATION
- STUDENT ATTENDANCE
- PRESENCE OF K'OMOKS REPRESENTATIVES IN SCHOOLS
 - INCLUSION OF K'OMOKS CULTURE, HISTORY AND LANGUAGE
 - K'OMOKS PARENT SATISFACTION



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K'omoks First Nation

ENSURING K'OMOKS STUDENTS HAVE ACCESS TO, AND RECEIVE, QUALITY EDUCATION THAT IS RESPECTFUL AND REFLECTIVE OF THEIR UNIQUE CULTURE AND HISTORY