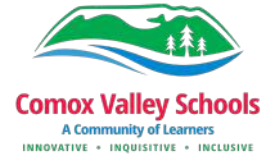




**K'ómoks First Nation &
School District 71 (Comox Valley)
Local Education Agreement (LEA)
Meeting Minutes
Wednesday, November 05, 2025**



Attendance In Person at KFN Boardroom:

Members:

Dr. Jeremy Morrow, Superintendent of Schools
Dr. Joe Heslip, Associate Superintendent
Lelaina Jules, Acting District Principal, Indigenous Education
Erin Higginbottom, Education & Capacity Development Coordinator - K'ómoks First Nation
Natasha Rainkie, K-12 K'ómoks First Nation Student Success Teacher
Keisha Everson, Indigenous Education Council Chair
Simone Compton, KFN Education Council
Trish McPhail, Post Secondary and Advanced Skills Coordinator

Guests: N/A

Regrets: None

Recording Secretary: Marlene Leach, Sr. Executive Assistant

1. **Welcome and Traditional Territory Acknowledgement** by Keisha Everson
2. **Introductions & Call to Order** by Erin Higginbottom, called meeting to order 11:30 am
 - 2.1 **Approval of Agenda – November 05, 2025** – Approved as presented
 - 2.2 **Approval of Meeting Minutes – June 25, 2025** – Approved as presented
3. **3.1 Accountability Report:**
 - **Indigenous Student Success Team Meetings:** PVP instructions, 2 x data dashboards – release time for teachers to attend
 - Joe provided a PowerPoint about the LEA, a reminder to all PVPS, including new Principals, that this is information they need to know. KFN learners need to be prioritized.
 - Highlighted LEA requirement: need to have and maintain ISW meetings at least three times a year (fall, winter, and spring) and remind the teachers that need to be there.
 - KFN Power BI Tool – PVPs should know all KFN students and look into the data
 - As PVPs are looking at missed days data, recognize that data can look negative without any context. Meet at beginning and in middle of school year. Insight, how Principals are using this data to show up to the meetings? What made the experience at Aspen Park school go very well and can this be shared with other schools? Every classroom teacher is provided time to come and discuss. Aspen Park pays a lot of attention to social and

- emotional wellness. Whether the Principals well versed with the data depends on the school.
- Data – there are gaps in achievement but (colonial) data only shows piece of the picture and can be interpreted through a colonial lens.
 - Accountability Survey – remind all PVPs. Any questions, they can reach out to Joe.
 - Survey data: what we need to work on.
 - Release time for teachers.
- **Attendance – Report High level** (September/October monthly attendance note grades 4-7 have highest absence concerns out of all KFN students) Masked data.
 - How to share attendance data anonymously?
 - Snapshot from Oct. 13; Sep. vs. Oct. – shows absence for all grades, is unsegregated data. Cohort of Grades 4-7 is concerning and wants KFN to know as well. Why are they not attending? Correlation of COVID years? Starting at unstable period, increase in anxiety, issues with literacy, numeracy? Joe will get confirmation on time period: days or periods or %? Absences vs. other learners or off reserve? Historically KFN has really great attendance vs. provincial norms. Sep. - Oct. is beginning of cold/flu season.
 - Mental Health absences – homework overwhelm.
 - Accountability survey – data shared on PowerPoint, supports comparing last year vs. this year and shows changes in services supported. Feedback from ISWs? Have been providing this for 4-5 years now. Across the board ISW love working with kids vs. data entry.
 - Are the ISWs looking at the data? PVPs, Chettie, Lelaina, Joe, have access and new ISW Mentor might have access. Be proactive, reactive when needed. Do teachers input data? Do not think so if they are a part of a meeting. Providing data is a support role.
 - A glossary of K’omoks First Nation’s support PowerPoint slide is key for this presentation.
 - Is there data work we can collectively do to bridge home and school? Understanding support staff are playing a key role. Can teachers provide data information? Joe, data reflects enhancement services above what all students receive.
 - Many interactions do not get inputted as data. I.e., Friday end of day or have other priorities such as the students.
 - **Services delivered to KFN students’ high level:** (September/October)
 - See above

- **Tuition Query / Year to Date Summary**
 - Sharing information, the last years' finance document, detailed invoice request. We can connect Marisa, SD71 Manager of Finance, with Erin to ensure more confidentiality. The district does not want to charge KFN for services not rendered. Erin to have a conversation performance based to LEA. If student(s) are not going to school, for what are we paying services? Would like more detailed invoices including nominal roll. Ensure that joint verification systems align districts' MyEd and KFN's system. Joe will set up a meeting with Marisa, Lelaina, and Erin.

3.2 Community & Connection

- **LEA Information Session for Parents**
 - Thankful to have parent representation at this meeting.
 - Fall 2023 – have the information parents/caregivers are looking for.
 - 2025-26 – put together priorities and moving forward, have more community-based priorities. Develop evening for parents/caregivers to share the LEA and find out what priorities they would like and are looking for. This conversation is to be announced.
- **Cultural Humility – Pro-D – Partnership between district and KFN**
 - Partnership between the district & KFN, there was a cultural humility group meeting in which Joe led the conversation. Chettie covered this topic in her master's degree.
 - Support from KFN on cultural humility and conversation: use funds for the May 15, Pro-D where knowledge holders will be presenting to district staff; this is empowering for KFN to help steer this work. Joe offered being open to be involved in that meeting in whatever capacity KFN wishes.

3.3 Language and Culture:

- **Royston (EOI) Logo**
 - Looking for a new logo, hire an artist, will be steering Principals to the communications department, expression of interest to KFN, trying to report the pieces to KFN, you will get communications from Principals.
- **Cedar House Front – Indigenous Education Graduation – EOI**

Jesse to send out communications to KFN for an expression of interest for the Indigenous Education Graduation housefront, with a budget of \$8,000. We want to ensure KFN is aware as this is for the first Indigenous Graduation and subsequent graduations.
- **Aspen Park K-1 program (consultation/collaboration)**
 - We took recommendations from KFN and IEC for an Indigenous K- grade one program at Aspen Park Elementary School.

- Looking for KFN and other Indigenous families' input.
- Will discuss with parents here, how to message this program within the school.
- Will tie in the teacher at Ecole Puntledge to provide feedback and details, build the program at both schools.
- Could there be a more Indigenous lens added to further grades? We would love to add more of this to all grades.
- Really solid foundation to move forward, rooted in cultural identity and Indigenous literacy. When implemented in earlier years, students are set up for more success. Having KFN kids getting together collectively more often is so good. This generation is closer compared to earlier generations. Getting more KFN members into the schools for lunch and other activities. There are amazing and knowledgeable people in the KFN.
- There will be a parent/caregiver info session at Aspen Park Elementary on January 12, 2025.
- IEC support for this program, is there anything official that the district needs to do to move this program through? Yes, verbal support from the district and a meeting motion by the IEC. We are moving ahead..
- **Nala'atsi Move Consultation**
 - Exploring Nala'atsi Move – in the coming weeks will be consulting with staff and families.
 - Could expand the program, as there is so much more opportunity to build a school within a school at Glacier View Secondary.
 - Will impact current families and students, concern to meet their needs. The current building does not meet the needs. Funding is the same. This is overdue; the IEC has been asking for this for quite some time. KFN is to share with us. We do need to find the right space for our kids.
- **May 15 Pro-D (EOI - logistics 4x guest speakers – on the land, KFN, share KFN)**
 - Jody Wilson Raybould and Carolyn Roberts have been booked and penciled in. The School Board has approved the May 15 Pro-D. There are 30 days to have consultation with partner groups. The G.P. Vanier gym will be booked and simulcast virtually by Black Strat Media. In the afternoon, the KFN Indigenous Education Committee will be teaching on the land with local KFN teachers. This will be the start of something beautiful to take place every year.
- **BCSSA Grant**
 - Received a BCSSA \$12,700 grant to build teacher capacity. We have a learning opportunity for all grade 11 students who are currently taking English First People 11 to learn about big themes – identity, oral history, and place. Keisha will welcome students into the Big House. Idea to invite all teachers on April 13, 2026. Teachers to share big themes, graduation

credit courses, and possible ways of teaching. Asked Keisha and Trevor to support teaching – 20 teachers in total.

- Opportunity for us to observe this? Next step, three knowledge holders that will share on that day. How do they want to share?
- The next day, April 14, 2026, is the 150th birthday of signing the Indian Act.
- IEC meeting this week – Lelaina will share this information as well
- **Wood Donation to KFN** – did not cover at this meeting

3.4 Governance

- **Attendance Protocol**

- There is not a definition for “Early School Leavers”, but In the attendance addendum supplied – there is a definition. What dictates a student being an early leaver? Add information from provincial template, including KFNs commitment to attendance as well. Shared LEA is a living agreement, we can create an attendance protocol at a future date. If there is not regular attendance in a school traditional setting, what are options? Discuss and build in to educational framework. Support mental health, support students holistically. How would the protocol be shared with teachers, to reach out to parents. Bridge the gap, know which students are KFN, the classes they are taking and speak to the teachers who teach them. This is a shared responsibility. Be thoughtful though; lists can be problematic. It would be great if every family had a caring phone call from their teacher after three absences.
- The bigger conversation is when student does not want to come to school. What is the protocol on this? Student could be engaged but caregiver is not connected for whatever reason. We need to build capacities for relationships.

- **Tuitions/Billing** – See Above comment re: meeting with Erin / SD71 Finance

4. Old Business

4.1 Review of current LEA and Model LEA - tabled

4.2 Seeking KFN Member to contribute/advise SD71 onboarding process and local signage in schools - tabled

5. Next Meeting and Adjournment – 1:00 pm

- Next meeting: Wed. February 25, 2025 – 1:00 - 2:30 at KFN Boardroom