

ADMIN PROCEDURES MANUAL
Administrative Procedure 207

INDIGENOUS EDUCATION

The District acknowledges the Qayqayt

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