



Cheakamus Centre for Community House Post by Kwaka'waka'tun



## Seminar: Truth, Healing & Reconciliation

November 5, 2024

*We would like to thank the Coast Salish people, specifically the Skwxwú7mesh Nation and Salilwatał Nation on whose unceded traditional territory the North Vancouver School District resides.*

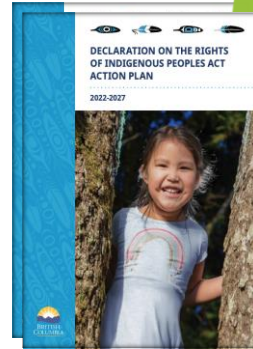
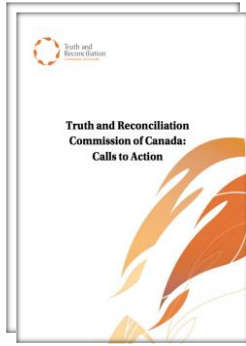
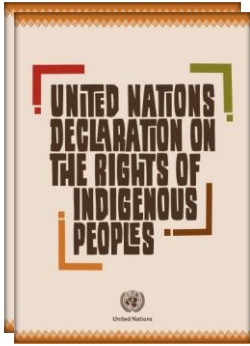
*We value the opportunity to learn, share and grow on this traditional territory.*

## AGENDA

Where have we been?  
Where are we now?  
Where are we going?



# Where have we been? Shaping District-Decision Making



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# Strategic Plan Goal

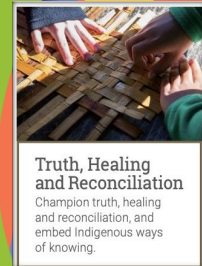


**Truth, Healing and Reconciliation**  
Champion truth, healing and reconciliation, and embed Indigenous ways of knowing.

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## Strategic Plan Goal

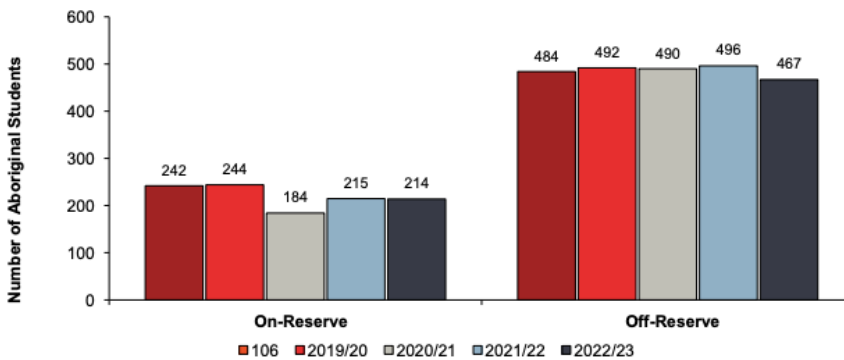
- Celebrating the success of Indigenous students and Indigenous communities
- Strengthening the relationship with the Skwxú7mesh and Tsleil-Waututh Host Nations, and seeking guidance from Indigenous partners
- Including Indigenous worldviews, ways of knowing and protocols in our teaching and learning
- Aligning with the Truth & Reconciliation Commission of Canada calls to action and the BC Declaration on the Rights of Indigenous Peoples Act
- Teaching the full, authentic history of Canada's treatment of Indigenous peoples



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## 2022-2023 Indigenous Student Demographics

Number of Aboriginal Students, On or Off-Reserve (September Count)



Cheakamus River

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Where are we now?

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### NVSD Course Selections



2023/24 Course Sections	Argyle	Carson	Handsworth	Mountainside	SeyKove	Sutcliffe	Windor	NV Online Learning
BC First Peoples 12	2	4	4	4	2			1*
Contemporary Indigenous Studies 12								1*
English First Peoples 10		2						
English First Peoples 11 – Literary Studies + New Media	4				5			
English First Peoples 11 – Literary Studies + Spoken Language						2		
English First Peoples 11 – Literary Studies + Writing 11	4	11	7	1		5		1*
English First Peoples 12		2	7	2				1
English First Peoples 12 + Theatre			1					
<b>Total Sections (18 Social Studies Strand &amp; 54 English Strand)</b>	<b>10</b>	<b>13</b>	<b>19</b>	<b>11</b>	<b>4</b>	<b>7</b>	<b>7</b>	<b>3*</b>
	1	2	17	1				

**Graduation Required Courses:**

- Rights Holder Indigenous students have shared their sense of belonging has increased due to the high volume of non-Indigenous students choosing to register for the new offered classes.
- Third year of courses in every school. Course selection has increased each year.

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## NVSD Initiatives

- Two literacy support district teachers provided over and above literacy support to 8 schools.
- Two Indigenous Literacy / Numeracy teachers are members of Indigenous Numeracy Network with the Indigenous Cultural Community for Math Education with Dr. Joanne Archibald through UBC, with a goal of responding to low numeracy levels across the province. The teachers are tracking student engagement and note an increase from November 2024 to June 2024. Data will be monitored for outcome impact.
- Four new Indigenous support workers were hired to enable implementation of the FOS Indigenous support worker model across all secondary schools and 25 elementary schools. This initiative aims to foster stronger connections between Indigenous students and significant adults, enhancing their sense of belonging and providing greater access to distinctions-based learning opportunities.
- In collaboration with the Squamish Training and Trades Center, 25 students experienced four trades workstations (Electrical, Plumbing, Framing and Arts) in 2023-24. A Squamish Hereditary Chief opened the day with words inspiring their pathways. Four students continued with Youth Train in Trades programs.



Gift from Alroy Baker

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## Post-Secondary Exploration and Planning

In collaboration with the Squamish Training and Trades Center, 25 students experienced four trades workstations (Electrical, Plumbing, Framing and Arts). A Squamish Hereditary Chief opened the day with words inspiring their pathways. Four students continued with Youth Train in Trades programs.

The school district worked with First Nations Emergency Service Society, in collaboration with the WVFD and CNVFD and DNVFD, to host a fire prevention and firefighting awareness program with the goal of inspiring indigenous youth to become firefighters. 17 students participated in the two-day boot camp where they were exposed to teamwork, problem-solving and tough fire skills.

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Where are we now?  
Bill 40

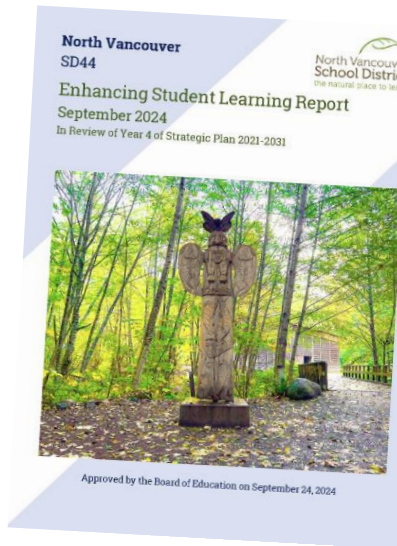
1. Tsleil Waututh Nation (Kirsten Touring) and Squamish Nation (Kirsten Baker-Williams) are going to meet to discuss the Terms of References and decide who the members will be on the Indigenous Education Council.
2. They will decide the meeting dates and locations of the meetings.



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## Framework for Enhancing Student Learning

Goals/Targets in FESL

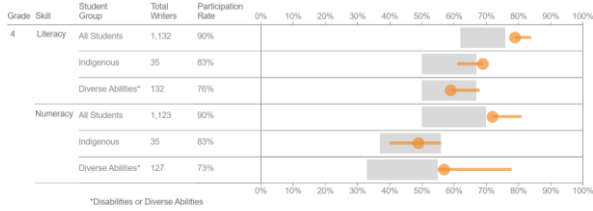


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# Literacy and Numeracy

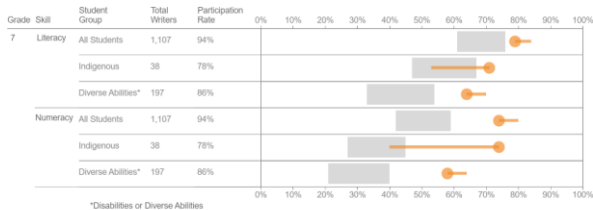
- Typical range across B.C. (middle 50% of school districts)
- Selected school district's most recent results (2023/2024)
- Range of school district's results over time (2017/18 - 2023/2024)

## Foundation Skills Assessment - Grade 4



\*Disabilities or Diverse Abilities

## Foundation Skills Assessment - Grade 7



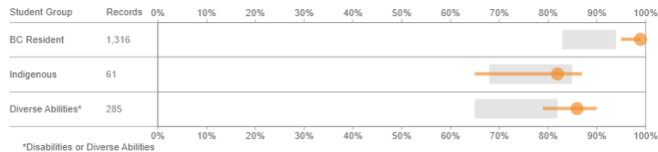
\*Disabilities or Diverse Abilities



# Completion Rates

- Typical range across B.C. (middle 50% of school districts)
- Selected school district's most recent results (2022/2023)
- Range of school district's results over time (2018/2019 - 2022/2023)

## Completion Rates



\*Disabilities or Diverse Abilities

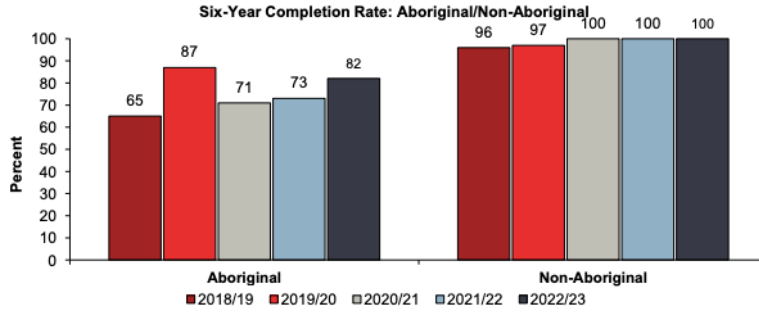


Chehalimus Centre Reconciliation House, Post by Xwalackitun

# NVSD Completion Rates

## SIX-YEAR COMPLETION RATE\*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	65	62	67	96	99	94
2019/20	87	100	74	97	98	96
2020/21	71	69	74	100	100	97
2021/22	73	66	85	100	100	98
2022/23	82	86	76	100	100	98



# NVSD Indigenous Students 2024-2025

- 44 Tseil Waututh Nation students
- 145 Squamish Nation students
- 636 Total Indigenous students in the district





# NVSD and Skwxwú7mesh Úxwumixw – Student Voices



*"Why is it important to learn your language?"*

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## NVSD Student Support Teachers

- Argyle Secondary:** Heather Reid
- Eslha7an:** Laura Ellwood
- Carson Graham Secondary:** Emma Koloska
- Handsworth Secondary:** Lauren McHugh
- Seycove Secondary:** Andrea Yeo
- Sutherland Secondary:** Jennifer Kwong
- Windsor Secondary:** Marna Thomas, Nancy Deminger

### Targeted Grade 12 Supports:

- Johanne Nielsen
- Brandi Price

### Literacy Support Teachers:

- Johanne Nielsen, Brandi Price (District)
- Carlo Cusalini (Norgate Elementary)

### Family of School Indigenous Support Worker Model:

4 Indigenous Support Workers provide distinctions-based learning to all schools.



Cheakamus Centre Reconciliation House Post by Xwalactun

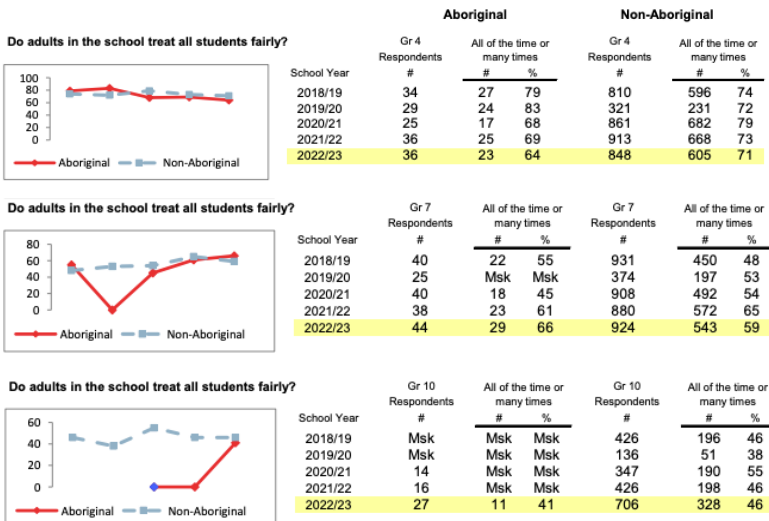
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# NVSD Indigenous staff and Indigenous students Building Strong Relationships



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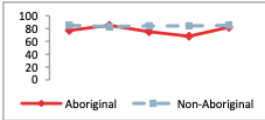
## Connection to Adults and School



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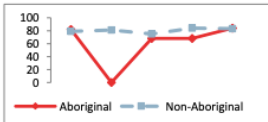
## Feeling Safe at School

Do you feel safe at school?



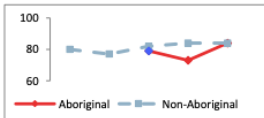
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times #	%	Gr 4 Respondents #	All of the time or many times #	%
2018/19	26	20	77	806	687	85
2019/20	26	22	85	323	269	83
2020/21	24	18	75	849	714	84
2021/22	34	23	68	907	760	84
2022/23	33	27	82	842	716	85

Do you feel safe at school?



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times #	%	Gr 7 Respondents #	All of the time or many times #	%
2018/19	38	31	82	926	733	79
2019/20	21	Msk	Msk	368	297	81
2020/21	34	23	68	910	678	75
2021/22	38	26	68	877	736	84
2022/23	44	37	84	917	762	83

Do you feel safe at school?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times #	%	Gr 10 Respondents #	All of the time or many times #	%
2018/19	Msk	Msk	Msk	532	425	80
2019/20	Msk	Msk	Msk	131	101	77
2020/21	14	11	79	339	277	82
2021/22	15	11	73	425	356	84
2022/23	25	21	84	702	590	84



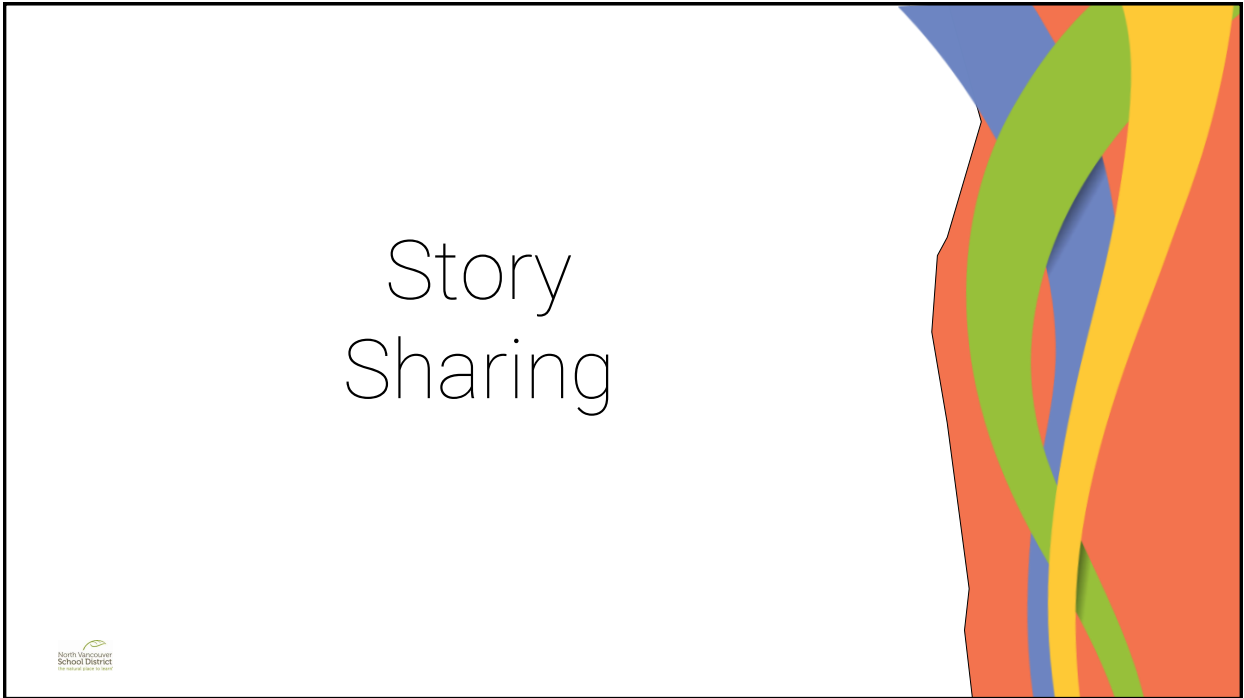
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## Where are we going? Distinctions-Based Learning

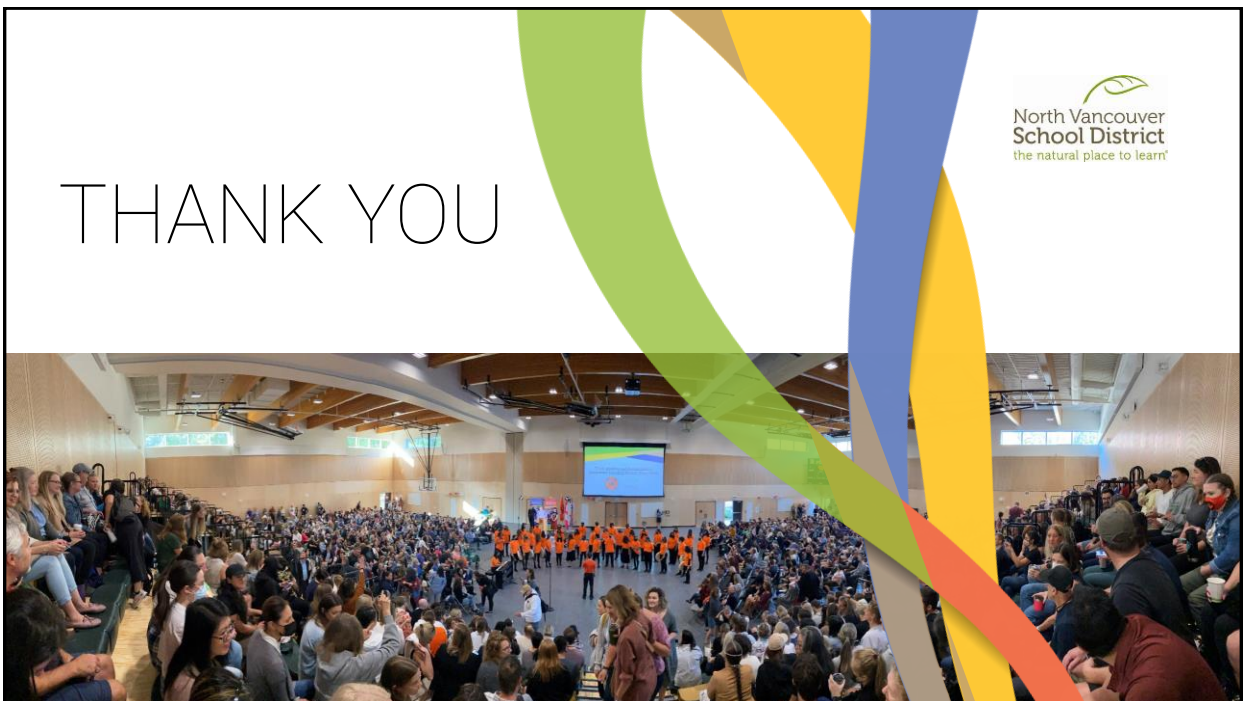
1. Coast Salish Plant Teachings for Growing Social-Emotional Skills
2. Vertical Gardens – Carson, Windsor, Eslha7an
3. Cooking in Two Worlds Ministry Guide for Incorporating Indigenous Foods
4. Food Smokers - Lynn Valley, Eslha7an, Mountainside
5. Language – Word of the Week
6. Collaborating with Elementary Curriculum Literacy Teachers to enhance Indigenous literacy curriculum



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