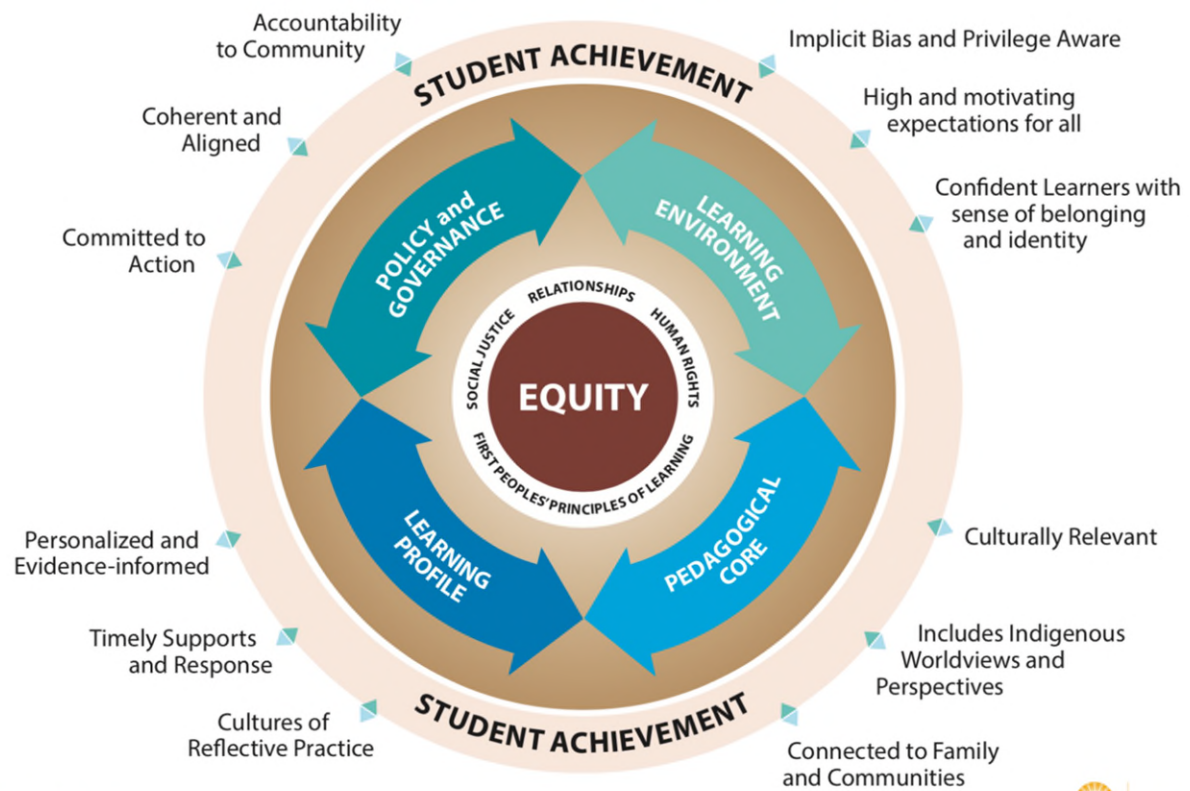


EQUITY ACTION PLAN
Equity Action Plan Year 3

School District No. 53 (Okanagan Similkameen)

2021/2022

Indigenous Student Success



Our approach to implementing our Equity Action Plan this school year

- Continue work with Equity in Action Committee with regular meetings (Zoom & face to face).
- Administer surveys to gain further insight from students, parents, community members, and staff.
- Address the key areas outlined in this plan.
- Work with administrators and staff to bring the Equity Plan to the forefront in schools.
- Continue to review, discuss and share all relevant data as it pertains to goals of equity.
- Report out and seek input from the Indigenous Education Advisory Council.
- Once Covid restrictions subside, meet with parents and community members in person in each of the three Indigenous communities we serve.

How will our Equity Action Plan impact the specific four quadrants of the Equity in Action Framework:

Policy and Governance –

- Continue to recognize the importance of alignment of the Framework for Enhancing Student Learning and the Equity in Action Plan. Budgetary commitments, staffing decisions, and resource allocation must be based on this information.
 - In reviewing our Strategic Plan, ensure the enhancement of the positive educational experiences for Indigenous learners is emphasized and prioritized.
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Learning Environment –

- Increase the focus of learning on the land and outdoor learning throughout the district through an Indigenous lens.
- Encourage classes to take advantage of opportunities to visit culturally significant areas on the land and participate in activities such as speetlum digging.
- Utilize the outdoor classroom spaces at each school in the district

- Maintain a focus on school transitions, particularly from grade 7 to grade 8. Help develop connections with school staff prior to the transition occurring.
 - Emphasize a trauma informed lens throughout the district to recognize the impact of intergenerational trauma.
 - Ensure learning spaces are reflective of Indigenous culture and ways of knowing.
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Pedagogical Core –

- Fully utilize the “Outdoor Learning” Healthy Schools co-ordinator who works with all schools to build teacher’s capacity to take their classrooms outside with an Indigenous lens to pedagogy.
 - Support and continue to enhance Nsyilxcen (Okanagan Language) now being taught at all elementary schools in the district along with one high-school. Recruit language teachers to expand this instruction to all schools.
 - Build from the momentum created on the Indigenous pro-d day planned in consultation with pro-d committee for all staff and invited community members to attend with Kevin Lamoureux and Dustin Louise speaking.
 - Offer further professional development opportunities to staff to build capacity in taking students on the land while incorporating Indigenous culture.
 - Encourage more staff to take advantage of the learning opportunity: *“Welcoming Indigenous Ways of Knowing: Learning with and from the Okanagan/Syilx Nation”*
 - Have staff from our district participate in a new program building collective wisdom for a sustaining future here (tmixw science). This project is in partnership with Leyton Schnellert from UBC and local First Nations. This partnership is designed to bring Indigenous and Settler institutions together to re-imagine an ecosystems-based curriculum to better engage Indigenous youth, and to prepare those youth for educational pathways in the Sciences (western ecosystems sciences and Syilx Traditional Ecological Knowledge). This is a complex conversation involving transformations in teaching in secondary and tertiary settler institutions, with Indigenous knowledge-holders and their institutions.
 - Support teachers to build capacity in Indigenizing their subject area curriculum.
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Learning Profile –

- Hold regular scheduled meetings with each school admin and Indigenous advocates with district staff to review and track every Indigenous student's progress.
 - Continue finding solutions to support students not achieving at grade level and/or those with social emotional challenges.
 - Discuss the "How Are We Doing" data with all school admin. and Indigenous Education Advisory Council, along with district Education Committee.
 - Continue to track and report on the SLS (Student Learning Survey) and our districts year end reports.
 - At the high schools, detail plans to establish each Indigenous learner's path to graduation and plan for post-secondary training.
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Goals for Equity Plan for 2021-22 (How we will know we have made a difference)

- Improve Gr. 10 Numeracy results for Indigenous students showing proficient or extending. 30% in 2019/20 compared to 0% in 2018/19.
- Improve the 5-year Indigenous completion rate of 62% in 2019/20.
- Improve the 6-year Indigenous completion rate of 69% in 2109/20
- Have graduation action plan in place for all gr. 12 students. Any students who is not on track should have multiple supports with staff and counsellors to work on their plan for success.
- Shrink the achievement gap for FSA results between Indigenous and non-Indigenous learners.
- Have learning success plans developed for all Indigenous students.
- Increase the number of Indigenous focussed courses being offered throughout the district at secondary.
- Survey results from Indigenous students that continue to indicate a more overall positive experience in our schools.
- Survey results from Indigenous parents that continue to indicate a greater satisfaction with schools.

From reflecting upon last year's Equity Action Plan implementation, what changes are we making for this year's implementation?

- Increase practices around personal reflection to bring awareness to bias and racism inherent in our system.
- Practices around engaging parents, families, and communities need to not only be improved but needs to become more of a priority.
- Focus on the need for belonging to classroom, school, and district.
- Continue to unpack UNDRIP and start to meet the calls to action of the Truth and Reconciliation Committee.
- Regular data collection and communication of these findings with educators and stakeholders/rightsholders will be a continued step we take in moving towards equity.
- Have in person committee meetings and gatherings in communities with food.

What intentional strategies, actions and goals have we identified for this year's Equity Action Plan to address inequities and systemic barriers that may still exist for Indigenous learners?

- Our commitment to Truth and Reconciliation is firm and widespread; however our relentless focus on action is what will move us forward.
- Continue communicating the First People's Principles of Learning and actively practice these principles.
- Address the inherent and systemic racism which exists in our schools and start to unpack an understanding of privilege.
- Communicate to all Indigenous learners that we believe that they will be successful in life.
- Find further ways to reach out to parents and involve them in school activities.
- Students and parents want to be "heard". Take every opportunity to listen and respond to them.
- Continue the work of Indigenizing the curriculum.
- Examine data with an eye on equal representation for Indigenous students in all our curricular and extra-curricular courses and programs.
- Identify and remove barriers that exist for our Indigenous learners.
- Share and celebrate the things we are doing well which are reflected in parent and student feedback.
- Make available, and have students aware of, the opportunities to practice smudging in all schools.
- Having more Elders and Knowledge Keepers visible and participating in schools to share learning.