

Reflect and Adjust Chart: Strategic Goal 4-Truth and Reconciliation



This goal underpins and runs through the other 3 strategic goals and focuses on a priority group (Indigenous students) so there is overlap with other objectives in other strategic goal areas. This chart is also aligned with the Truth and Reconciliation goal of our 2025-2027 Implementation Plan, and all three pillars of the Ministry of Education and Childcare's Educated Citizen: Intellectual Development, Human and Social Development, and Career Development.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: • Continue? • Discontinue? • Adapt? • Introduce and implement?
Strategic Plan Goal 4: Truth and Reconciliation (Intellectual Development/Human and Social Development/Career Development)			
Objective: To strive for parity in graduation rates and provincial assessment results.			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Regularly scheduled meetings with District Principal of Indigenous Education and school teams	There is a 13% gap in graduation rates between All-Resident students and Indigenous students. We have identified significant gaps in	Our graduation rates have overall been trending upwards for the past 5 years and in 2024-25 there was a 10% increase in completion rates for students on-reserve. Over the past 4 years we believe this strategy has had a positive impact	These meetings will continue. We will add a focus on literacy and numeracy supports to the meetings particularly for students in elementary grades.

	proficiency levels in numeracy and literacy between Indigenous and Non- indigenous students that increases as students progress through higher grades.	as completion rates for students of Indigenous ancestry continue to climb; however, there is still an equity gap with non-Indigenous students.	
1.0 Indigenous Graduation Coach who focuses on completion for all Indigenous students in grades 10-12	We have a 13% gap in graduation rates between All-Resident students and Indigenous students.	Anecdotally students describe feeling very supported by the Indigenous graduation coach. Our graduation rates have overall been trending upwards for the past 5 years and in 2024-25 there was a 10% increase in completion rates for students on-reserve. The IEC is unanimously supportive of this position.	One slight adjustment is we are going to increase communication between the Indigenous Grad Coach and secondary administrators by introducing a report from the grad coach at our bi-monthly secondary admin meetings.
Meetings with school admin teams and Education Coordinators to discuss academic progress of Indigenous students from each First Nation.	See above gap in graduation rates and numeracy and literacy proficiency levels.	This practice has been in place for many years with Education coordinators from the LSIB and USIB and will now happen in 2025-26 with the OIB as well.	Previously these meetings focused on general academic achievement but will now have a more targeted focus on literacy and numeracy skills. Note: These meetings may at times be combined with the meetings including the Director of Learning and Inquiry and the District Principal of Indigenous Education (see below).
Collaborative meetings with the Director of Learning and Inquiry, the District Principal of	We have identified significant gaps in proficiency levels in numeracy and literacy	New in 2025-26.	N/A

Indigenous Education and the Education Coordinators of the OIB, LSIB, and USIB to specifically discuss literacy and numeracy for students on reserve. This is part of fulfilling the expectations of the three LEAs.	between Indigenous and Non- indigenous students that increases as students progress through higher grades. Statistics for students on-reserve are masked but are lower than all resident Indigenous students.		
Objective: To ensure that Indigenous students feel safe, welcome and a sense of belonging at school. * (under Positive Culture Strategic plan goal)			
Creation of a District Indigenous Student Voice Advisory Council	On MDI and SLS students report high levels of adult care but much lower belonging, especially Indigenous and on-reserve students.	This council was just formed at the end of 2024-25, and will begin to consistently provide student voice in 2025-26. Members of the district council have participated for the past two years in the Okanagan Mainline Regional Indigenous Education (OMRIE) Indigenous Student Leadership Summit held at TRU.	The council was formed in 2024-25 but only met once near the end of the year. This year a regular schedule for meetings will be established and processes for sharing advisement from the council to groups such as district leadership, school leadership, staff, and the IEC will be put in place.
Participation in NOIIE Indigenous Impact Series	On MDI and SLS students report high levels of adult care but much lower belonging, especially Indigenous	In year one (2024-25) 2 district secondary schools completed the scanning and focusing phases for their inquiry. One school is focusing on attendance, and the second is focusing on bringing culturally	This is a 3-year project. Year one was mainly gathering information (scanning) from students and families and year two will include actionable items in response to the scanning.

	and on-reserve students. Identified gap in proficiency levels between Indigenous and Non-Indigenous students in literacy and numeracy.	responsive pedagogy into classrooms to support the well-being of Indigenous students. SD53 is one of 5 districts involved in the NOIIE Indigenous Impact initiative.	
Creation of ILPs for any students from a local First Nation who is considered vulnerable but does not already have an IEP.	Students on-reserve reporting lower rates on the SLS on feeling welcome and belonging indicators.	New in 2025-26.	This is part of 2 current LEAs so will be monitored by the Oversight Teams.
Objective: To ensure the inclusion of Indigenous perspectives and understandings throughout the K-12 curriculum.			
Objective: To prioritize opportunities for students to experience local Indigenous Language, Culture, and History.			
Ongoing Professional Development opportunities for staff to embed Indigenous pedagogies	Street Data from Indigenous students not seeing themselves represented in curriculum. Results of staff needs assessments reflected the need for support in embedding Indigenous curriculum.	We are in the 5 th year of having a very well attended and well received District wide pro-d day focused on Indigenous Perspectives. We ran a series focused on Indigenous perspectives in secondary math/science and this year we will be continuing for a second year. For the second year we have a designated Indigenous Advocate who is from the Okanagan Nation	Adjustments: In 2025-26, in consultation with the IEC we are designing the district day to support SD53 staff spending a day of learning in the Indigenous communities that they serve, led by students and community members. We are continuing the secondary math/science community of practice and have developed a shared resource center to collect examples of lessons and activities developed by the teachers in partnership with Indigenous resources. The Indigenous Education Advocate who focuses on cultural activities has developed an activity guide and continues to expand his relationships

		and focuses on bringing local cultural knowledge into classrooms.	with staff across the district, and ways that he can collaborate with them.
Offering nsyilxcen language programs in schools.	SLS data that Indigenous students and students living on reserve rates of belonging and feeling welcome declined in 2024-25. Street Data from students of Indigenous ancestry indicates they value language in the schools. The IEC has consistently communicated that offering language is a priority.	There have been various levels of language offered in different schools over the past 5 years that have been dependent upon the availability of language teachers. In 2024-25, SD53 worked with representatives from all three First Nations (OIB, LSIB, USIB) to revise the language teacher position postings in hopes of improving recruitment and retention.	Last year we were able to offer nsyilxcen in one community from K-7. While that position is currently unfilled to begin the year, we do have an nsyilxcen 8 class being offered at one of our secondary schools for the first time in over a decade.
Annual SD53 “Teaching” PowWow	Street Data from Indigenous Students indicated students would like to experience more cultural activities at school.	The district used to host a PowWow every 2 years, but in consultation with the IEC has changed this to every year. The teaching PowWow is used as an opportunity to teach students about the various aspects of the PowWow and rotates each year to one of the three secondary schools.	We will continue to hold this event every year.

		Students and staff report positive experiences at the PowWow. Local dancers and drummers (students and community members) have the opportunity to showcase their talents.	
Creation of a full day for collaboration and professional development training per month for Indigenous Education Staff to focus on district priorities for Indigenous students.	All areas of growth for Indigenous students are supported by Indigenous staff.	This strategy was in place for the first time in 2024-25. It was very well received by members of the Indigenous education team. They appreciated the time to connect with each other and to receive professional development in areas where they requested support.	This strategy will continue in 2025-26. The structure of the day will continue, with the addition of Education Coordinators from the three First Nations being invited to join the team for lunch to continue to strengthen relationships and communication.