

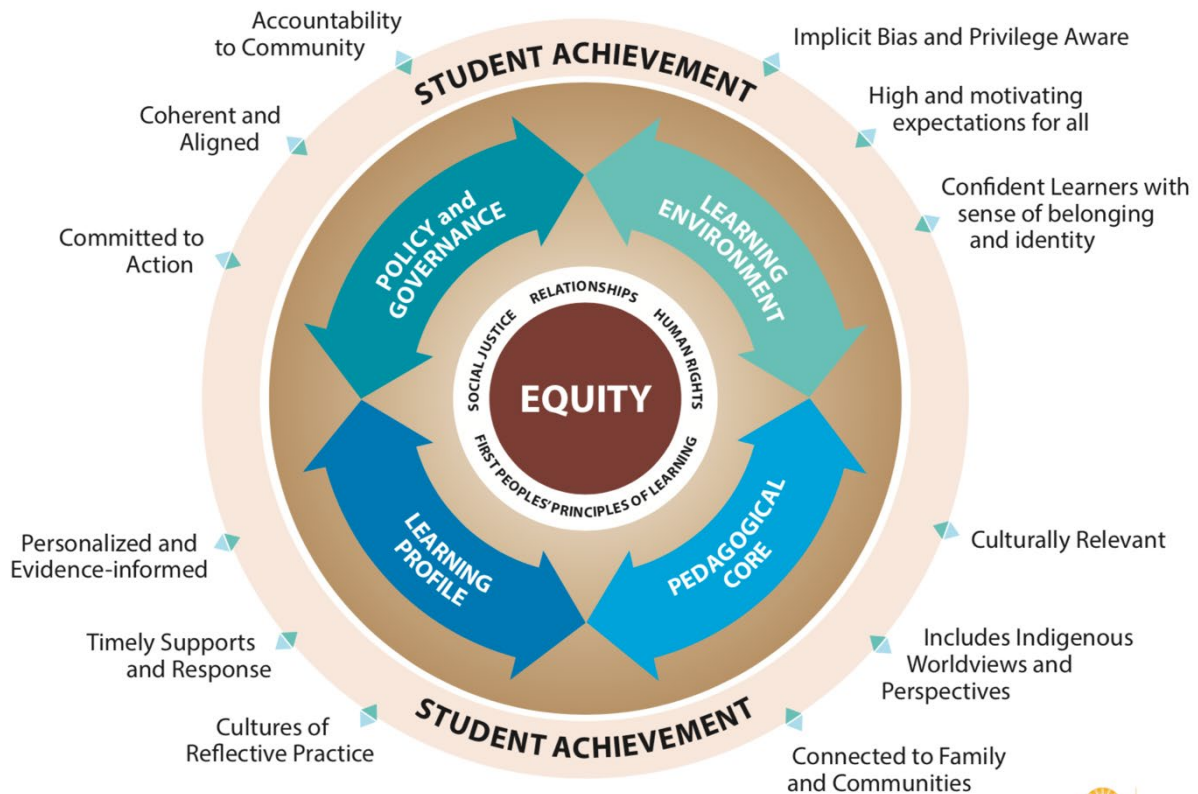
**EQUITY ACTION PLAN
IMPLEMENTATION REVIEW TEMPLATE**

School District No. 8 (Kootenay Lake)

2021/2022

Equity in Review

Indigenous Student Success



Introduction

Thank you to school districts and partners for your collective actions taken in the implementation of your Equity Action Plan this year. As one of 59 participating school districts, we are grateful for your contributions and commitments to this ongoing collaborative process.

Please consider using this template (as well as the Equity in Action Orientation document provided at regional meetings, Fall 2020 and 2021) for reference in reporting your feedback on this year’s growth, progress, lessons learned and efficacy of the implementation of your 2021-2022 Action Plan.

This Action Plan evaluation submission is part of a growing base of knowledge and practice that is having a positive impact on equity. This emerging collection of wisdom will be used to inform and inspire equity in communities across the province.

Equity Action Plan Development

Last year, your District Equity Team submitted an Equity Action Plan (or Action Plan Review). The Plan emerged from your collective processes, engagement across learning communities, findings based on the Equity Scan guiding questions, and the ‘Learning Profile’ district data profile (provided via the Ministry of Education and Child Care). Your approaches and actions to address equity gaps were identified in your Action Plan.

COVID-19 Considerations

The COVID-19 pandemic has impacted many initiatives and programs across British Columbia this school year. With this in mind, we are aware that many Equity focussed gatherings and events planned from March 2020 onwards have been greatly impacted. Therefore, please submit your findings and Action Plan evaluation to the best of your ability.

Thank you.

Ch’íthométsel

Nicole Ryan
Acting Director, Indigenous Education
Ministry of Education and Child Care
250.415.8780 Nicole.Ryan@gov.bc.ca

Joe Heslip
Secondee, Field Liaison, Indigenous Education
Ministry of Education and Child Care
250.217.1494 Joe.Heslip@gov.bc.ca

1. Action Plan Implementation:

1.1 Describe the approach to implementing your Equity Action Plan this school year.

The Equity in Action Plan is a continuation of years past, with an emphasis this year on engaging student, community, and family voices to renew the district Enhancement Agreement – a focus on consultation and district goal setting based on those consultations. As well, we continued to build opportunities for district wide awareness growth, celebrating Indigenous brilliance.

1.2 How did you engage the process and how was the experience received in your district?
Community Consultations – these were virtual events (due to COVID restrictions) where we had a slide show presentation, games, discussions, and a survey for formal feedback. This was a continuation of face to face consultations in previous years, where we hosted dinners in family of schools.

2. Community Engagement:

2.1 How have you utilized any grant monies provided by the Ministry of Education and Child Care to work alongside Rightsholders (First Nations), and key partners in your district to encourage meaningful community engagement?

n/a

2.2 Please indicate if meetings occurred in community, on district property, etc.

virtual

2.3 How did you communicate and bring people to the table?

virtual sessions, highly advertised to all families through ABED department.

2.4 What key strategies did you employ in maintaining community Equity in Action team members' voices, and what were the results?

n/a

3. Lessons Learned:

3.1 Outline what practices have changed in your district since the implementation of your 2020-2021 Equity Action Plan.

This year, we shifted the language of a district wide Aboriginal Enhancement Agreement to a district document titled: Focus Goals. This is in draft form to be completed for Fall 2022.

3.2 Describe the impact of your Equity Action Plan specific to each of the four Equity in Action Framework quadrants:

3.2(i) Policy and Governance -

drafted anti-racism policy – currently at field testing.

Indigenous Learning series, monthly with the Trustees

Restructuring/return to ACE committee – full meeting.

3.2(ii) Learning Environment -

Red Hand Print – Secondary Schools + Board of Education exhibit: of local indigenous students, community, Elders art exhibit for MMIWG2S Awareness Day

- 10 tipis, at schools district wide
- Indigenous mural project at Hume Elementary with Ktunaxa artist
- Anti-racism toolkit
- Annual District Pow Wow
- Annual Grad Honoring
- Culture Camp virtual learning: Metis Jig dancing, Metis fiddling, traditional Secwepemc story telling, Ktunaxa traditional story telling, Elder connections, “Beth” sharing two spirit teachings, Theland Kiknosway sharing health + reconciliation teachings, traditional beadwork circles, Jingle dress dancing with Jessica Morin,
- Metis Awareness Month
- Moosehide Campaign
- VIDEA projects: From the Heart + Parallel Paths – for Aboriginal and non-Aboriginal youth to work together in arts for acts of reconciliation.
- Orange Shirt Day – district wide art, stories, student learning
- Wuqanqankimik Reconciliation District wide run walk wheel – Ktunaxa word which means “to take long strides”, toward reconciliation.
- Fostering Literacy: a partnership with Columbia Basin Alliance for Literacy to support 10 elementary self-identified Indigenous students with read and parent partnerships
- Continuing to build hand drums in schools to grow traditional hand drum songs and teachings
- Pow wow regalia making
- Canoe Counselling program at Kootenay River Secondary school, led by Ktunaxa teachings and local Yaqan Nukiy teachings
- FINS: Fish In Schools, partnership with the Okanagan Nation Alliance for salmon

rehabilitation in the Columbia waterways

- “Every Child Matters” district wide, full size flags at all schools

3.2(iii) Pedagogical Core –

- Pro-D for district: Honorable Murray Sinclair, Kevin Lamoureux, Elder Robert Louie (Yaqaan Nukiy sharing Ktuanxa Creation Story), Two Spirit Teachings, Plant Medicines, Canoe, Social Justice, Anti-racism, beadwork, Moose Hide Campaign, Circle of Courage, Restorative Justice
- Maria Campbell, an afternoon of Metis stories and teachings
- “The Break” book study, district wide
- Continuing with the Blanket Exercise
- Use of district wide Aboriginal Lending Library
- Red Hand Print, K-12 lesson plans shared
- Orange Shirt Day, lesson plans shared
- Wuqanqankimik Reconciliation District lesson plans shared
- Indigenous Run/Walk/Wheel 8 week training program
- “When We Are Kind” welcome to Kindergarten, all self-identified K’s gifted and welcomed into the program.
- “Resurgence: Engaging with Indigenous Narratives and Cultural Expressions In and Beyond the Classroom”, text for all ABED staff
- Cultural Appropriation versus appreciation, workshop + consultations
- Ongoing curriculum consultations with district wide staff
- Tipi teachings
- Local Yaqaan Nukiy teachings with Jared Basil at LVR highschool
- Pow Wow Teachings: jingle dress, Elder Robert Louie, Aunty Connie, Shirley Hill, Luke Whiteman, Deanne Hupfield, Jared Basil, Moose, Eagle Bear Spirit
- Welcome to Kindergarten, post-card + intro the ABED program for all incoming Kindergartens

3.2(iv) Learning Profile –

- #sd8abed, weekly blog posts highlight student/school/ABED programming
- Secondary academic reviews: two complete this year at all highschools, reviewing all ABED students individually with grad plans
- Early Learning Profiles, elementary literacy review conversations with school leaders
- ABED data specific sharing with District Advisory Council

- Individualized tutoring supports through Equity Funds (ABED supported)
- ABED leadership at district based team
- Students leading territory acknowledgement at school events
- District wide ABED scholarships at all high schools
- ABED grad supports: ABED district grad document
- Selkirk College transition supports at LVR
- Individual supports, accountable to monthly tracking district document

3.3 How successful was your Equity Action Plan in maintaining momentum and ensuring that equity remains a key focus?

highly successful

4. Promising Practices:

4.1 What were the greatest areas of success from this year's Action Plan?

- Anti-racism policy
- Red Hand Print photo exhibit
- Pow Wow
- Individualized student supports
- ABED Focus Goal document

4.2 How do you know that these practices addressed parity and equity gaps for Indigenous learners? Please include qualitative/quantitative data used to assess the efficacy of your Action Plan.

- A continuous conversation on how to do better is a theme here in the district, from leaders, to teachers, to support staff.
- Student voices shared as part of the Anti-racism toolkit, that they want to see more awareness and that anti-racism work is highly relevant to their lives
- Territory partners continue to advocate for a growth in local teachings and continued partnerships.
- Parents continue to advocate for more Indigenous teachings in all classes and more leadership beyond the ABED department.
- A survey from the Indigenous Pro-D day shared a theme of high interest and need for continued learning on Indigenous themes and specific content areas.
- 6 Year completion data, continues to rise in the past 5 years.
- Enhancement Agreement survey: "In terms of K-12 classroom learning, what do

you hope schools feel like?”

4.3 What findings and learning have emerged through this process that will contribute to growth and progress for your organization?

- We want to renew the Equity in Action Committee for next school year to proactively plan ahead
- We want to address data with the ABED department in the fall, as part of school support planning
- District wide ABED events are highly participated in and celebrated district wide!
- We need to continue to address an academic and data informed process in ABED department
- We need to grow and continue to grow student and community voice

4.4 Sometimes it is difficult to assess the progress of equity work, because it is felt rather than indicated by traditional assessment measures. What, if any, shifts have you noticed in staff’s personal awareness of their own biases and/or openness to conversations about privilege?

- We recognize equity is a continuum of understanding – the district is both at the beginning of this conversation, the middle, and the mark. Some staff feel uncomfortable with equity as it “opposed” academic rigour. Some staff feel that it is not their job to lead this work. Some staff are allies and are comfortable leading lessons, workshops, and completely embedding teachings in the classroom learning. We understand there is still lots of work to be done and the Aboriginal Ed staff to lead.

Moving Forward:

4.5 Reflecting upon this year’s Equity Action Plan implementation, what changes will your team make to your plan for next year’s implementation?

- Reengage an Equity in Action Committee

4.6 What advice do you have for districts who are new to the Equity in Action Project?

- “redundancy is fluency” Kevin Godden – we have to repeat and repeat and repeat. This is language, teachings, reflections, actions – all of it.
- We need to always celebrate Indigenous brilliance – come from a place of support, compassion, and celebration to truly honor Indigenous learners,

communities, families, teachers, leaders, supports etc.

- Go slow. This is slow work and demanding work. Be gentle and reach out any time to us!

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

- Academic reviews
- Weekly blog post of student voice: 3 minutes, 3 questions, highlight a student every single week!
- Equity in Action Committee
- Focus Areas – 4 goals to lead ABED student supports in schools

5. Recommendations/Additional Comments:

5.1 How can we improve our collaborative and co-constructive approaches to the Equity in Action Project moving forward?

- Come and visit us! We welcome the Ministry to our district and we would be honoured to have you visit us and witness this district's commitment to Equity!
- Continue to share provincially
- FNESC – maybe some workshops on Equity in Action successes?
- Grow specific content tools for teachers – is this possible?

5.2 What advice do you have?

n/a

5.3 What barriers or challenges are needed to be overcome to ensure the maintenance of a successful iterative Equity Action Plan in your district?

n/a

6. **Appendices:** Please consider sharing any artifacts as part of your report submission, i.e. student/family/community surveys, presentations, resources, pictures of inclusive practices in your schools, videos of interviews with students/staff, learning tools and other locally developed sources.

[Red Handprint Photo Series](#)

[Anti Racism Toolkit](#)

- [Anti Racism and Cultural Safety Draft Policy](#)
- [Annual District Pow Wow](#)
- [Metis Awareness Month](#)
- [wuganqankimik Run Walk Wheel for Reconciliation](#)
- [Indigenous Run Walk Wheel 8 week training](#)
- [#sd8abed Check Out The Awesome weekly blog posts](#)
- [Beadwork teachings](#)
- [District Resource Library](#)
- [SD8 Equity Scan webpage](#)
- [Welcome to Kindergarten](#)
- [SD8 Aboriginal Education Graduation page](#)

SIGNED AND DELIVERED on the ____ day of _____, 2022, on behalf of the Superintendent	SIGNED AND DELIVERED on the ____ day of _____, 2022, on behalf of the Indigenous District Lead
_____ (signature) _____ (print name) Superintendent School District No. ____	_____ (signature) _____ (print name) District Principal of Indigenous Education School District No. ____

SIGNED AND DELIVERED on the ____ day of _____, 2022, on behalf of Equity in Action Community Member	SIGNED AND DELIVERED on the ____ day of _____, 2022, on behalf of the Province by its duly authorized signatory
_____ (signature) _____ (print name) Equity in Action Community Member	_____ Nicole Ryan Acting Director, Indigenous Education Ministry of Education and Child Care